DOCUMENT RESUME

ED 324 902 EC 232 636

AUTHOR	Valdes, Kathryn A.; And Others
TITLE	Youth Categorized as Multiply Handicapped, Statistical Almanac, Volume 10. The National Longitudinal Transition Study of Special Education Students.
INSTITUTION	SRI International, Menlo Park, Calif.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	Jul 90
CONTRACT	300-87-0054
NOTE	375p.; For related documents, see EC 232 627-635.
AVAILABLE FROM	SRI International, 333 Ravenswood Ave., Menlo Park, CA 94025-3493 ($28.00).
PUB TYPE	Reports - Research/Technical (143) -- Statistical Data (110)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	*Educational Practices; *Education Work Relationship; Enrollment; Family Characteristics; Human Services; Longitudinal Studies; *Multiple Disabilities; *Outcomes of Education; Secondary Education; Statistical Analysis; Student Characteristics; Student Placement; *Transitional Programs; *Vocational Education; Vocational Evaluation

ABSTRACT

This volume of the National Longitudinal Transition Study of Special Education Students (NLTS) offers statistical data relating to 744 students (ages 13-21) with concomitant impairments, the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments (does not include deaf/blind). The study involved a survey of parents/guardians, examination of school records, and a survey of school programs. The 43 tables describe: youths' individual and household characteristics (demographic characteristics, self-care skills, functional skills, assistive devices, parental expectations for futures of youth); characteristics of students' school and educational programs (enrollment, staffing, policies, coordination, transition planning, educational placements, course-taking); programs available (vocational education, vocational assessment/counseling, work adjustment training); services received (vocational services, counseling, occupational therapy, tutors, readers, interpreters, speech/language therapy, physical assistance, transportation assistance); and youth outcomes (educational achievements, school completion, independence, social experiences, postsecondary education, employment.) The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. The volume also outlines the purposes of the study and the research methodology. Appendices provide information on interpreting variables and present data tables relating to specific subgroups. Includes two references. (JDD)

ED324902

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Statistical Almanac, Volume 10: Youth Categorized as Multiply Handicapped

July 1990

Prepared for:

The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
Cynthia L. Williamson
Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.

EC 232636

SRI International

National Longitudinal Transition Study

THE NATIONAL LONGITUDINAL TRANSITION STUDY OF SPECIAL EDUCATION STUDENTS

Statistical Almanac, Volume 10: Youth Categorized as Multiply Handicapped

July 1990

Prepared for:

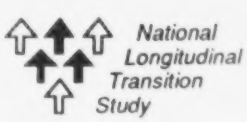
The Office of Special Education Programs
U.S. Department of Education

Prepared by:

Kathryn A. Valdés
Cynthia L. Williamson
Mary M. Wagner

The National Longitudinal Transition Study of Special Education Students is being conducted by SRI International under Contract 300-87-0054 with the Office of Special Education Programs, U.S. Department of Education.

SRI International



CONTENTS

List of Tables v

Introduction 1

Purposes of the NLTS and the Statistical Almanac Series 1
Components of the NLTS 3
The NLTS Sample 4
Weighting Procedures and the Population to Which Data Generalize 5
Estimation of Standard Errors 7
Caveats to Users of the Data 9

References 11

Titles in the NLTS Statistical Almanac Series 13

Descriptive Results 15

Appendix A A-1

Appendix B B-1

LIST OF TABLES

Individual and Household Characteristics of Youth With Multiple Handicaps

1 Demographic Characteristics of Youth with Multiple Handicaps
2 Household Characteristics of Youth with Multiple Handicaps
3 Characteristics of Communities In Which Youth With Multiple Handicaps Attended School
4 Disability-Related Characteristics of Youth with Multiple Handicaps
5 Parent Reports of Self-Care Skills of Youth with Multiple Handicaps
6 Parent Reports of Functional Skills of Youth with Multiple Handicaps
7 Assistive Devices Used by Youth with Multiple Handicaps
8 Expectations of Parents/Guardians for Futures of Youth with Multiple Handicaps

Characteristics of Students' Schools and Educational Programs

9 Types and Grade Levels of Schools Attended by Secondary Students with Multiple Handicaps
10 Student Enrollment in Schools Attended by Secondary Students with Multiple Handicaps
11 Staffing Characteristics of Schools Attended by Secondary Students with Multiple Handicaps
12 Policies of Schools Attended by Secondary Students with Multiple Handicaps
13 Coordination in Schools Attended by Secondary Students with Multiple Handicaps
14 Transition Planning in Secondary Schools Attended by Students with Multiple Handicaps
15 Educational Placements of Students with Multiple Handicaps in their Most Recent Year in Secondary School
16 Course-taking by Students with Multiple Handicaps in their Most Recent Year in Secondary School
17 Vocational Education Participation by Students with Multiple Handicaps in their Most Recent Year in Secondary School

Programs Available to Secondary Students with Multiple Handicaps

18 Services and Programs Available in Schools Attended by Secondary Students with Multiple Handicaps
19 Vocational Education Programs Provided by Schools to Secondary Students with Multiple Handicaps
20 Vocational Assessment/Counseling Provided by Schools to Secondary Students with Multiple Handicaps
21 Work Adjustment Training Provided by Schools to Secondary Students with Multiple Handicaps

LIST OF TABLES (concluded)

Programs Available to Secondary Students with Multiple Handicaps

22 Work Exploration or Work Experience Provided by Schools to Secondary Students with Multiple Handicaps
23 Job Skills Training Provided by Schools to Secondary Students with Multiple Handicaps
24 Job Development and Placement Services Provided by Schools to Secondary Students with Multiple Handicaps
25 Postemployment Services Provided by Schools to Secondary Students with Multiple Handicaps
26 Life Skills Programs Provided by Schools to Secondary Students with Multiple Handicaps
27 Services Available in Communities in which Students with Multiple Handicaps Attended School

Services Received by Youth with Multiple Handicaps

28 Overview of Services Received by Youth with Multiple Handicaps
29 Vocational Services Received by Youth with Multiple Handicaps
30 Personal Counseling/Therapy Received by Youth with Multiple Handicaps
31 Occupational Therapy/Life Skills Training Received by Youth with Multiple Handicaps
32 Use of Tutors, Readers, and Interpreters by Youth with Multiple Handicaps
33 Speech/Language Therapy Received by Youth with Multiple Handicaps
34 Help with Physical Needs Received by Youth with Multiple Handicaps
35 Transportation Assistance Received by Youth with Multiple Handicaps

Youth Outcomes

36 Secondary School Educational Achievements of Youth with Multiple Handicaps
37 Secondary School Completion of Youth with Multiple Handicaps
38 Residential Independence of Youth with Multiple Handicaps
39 Home-Care Independence of Youth with Multiple Handicaps
40 Financial Independence of Youth with Multiple Handicaps
41 Social Experiences of Youth with Multiple Handicaps
42 Postsecondary Education of Youth with Multiple Handicaps
43 Employment Characteristics of Youth with Multiple Handicaps

INTRODUCTION

This volume of the statistical almanacs is a compendium of descriptive data from the first wave of data collection of the National Longitudinal Transition Study of Special Education Students (NLTS). It reports on characteristics, experiences, and achievements of youth who were categorized as having multiple handicaps by the schools or school districts they attended as special education students in the 1985-86 school year. Eight companion volumes provide similar information for youth classified into other disability categories; an overview volume in the series presents data for youth in all 11 federal disability categories.*

To provide a context for understanding the nature of the data reported in the statistical almanacs, the following sections of this introduction describe the procedures used to collect information, the sample of youth on which the study is based, statistical weighting procedures, and the generalizability of study results. As an aid in interpreting the data, the introduction concludes with a discussion of caveats that readers should keep in mind as they use NLTS data. Appendix A provides additional information about selected variables presented in the almanacs that clarifies their interpretation.**

Purposes of the NLTS and the Statistical Almanac Series

The NLTS was mandated by the U.S. Congress in 1983 to provide information to practitioners, policymakers, researchers, and others in the special education community regarding the transition of youth with disabilities from secondary school to early adulthood. The Office of Special Education Programs (OSEP) of the U.S. Department of Education contracted with SRI International to determine a design, develop and field test data collection instruments, and select a sample of students for a study that would meet the congressional mandate. In April 1987, under a separate contract, SRI began the actual study.

In the field of research on youth with disabilities, the NLTS is unique in several respects. For many years, the research base on youth with disabilities has consisted largely of studies of relatively few youth who were in particular disability categories, in a few school districts or a single state, or in a specific educational placement or treatment program. It has been very difficult to paint a broad picture of students from this

---

* All volumes of the statistical almanac series are listed at the conclusion of this introduction.

** Variables discussed in Appendix A include IQ scores; items related to self-care skills, assistive devices receipt of support services; grade point average; and items concerning alterations made to the home, secondary school enrollment and completion status, enrollment in a special school, and participation in occupationally-oriented vocational education.

fragmented research base. With the NLTS, findings are based on a sample that is large and nationally representative. The data presented here were collected in 1987 for a sample of more than 8,000 youth who represent the national population of secondary special education students who were ages 13 to 21 in the 1985-86 school year. The sample permits us to estimate with fairly high precision many of the characteristics of youth with disabilities and their experiences in adolescence and early adulthood. Further, the sample is nationally representative of 1985-86 secondary special education students both as a whole and for those in each of the 11 federal disability categories separately (see the "Descriptive Results" section for definitions of these categories). Therefore, for the first time we know what the transition experiences were for youth with multiple handicaps, for example, and how they differed from those of youth with orthopedic impairments or mental retardation.

The NLTS is also unusual in its longitudinal design. The students for whom data were gathered in 1987 are being retained in the study so that follow-up data can be collected about them in 1990. These follow-up data will enable the estimation of trends in experiences as youth age. For example, we will be able to describe the movement in and out of jobs and in and out of school that often characterizes youth in their early adult years.

Finally, the NLTS is extremely broad in scope, gathering information on a wide range of characteristics, experiences, and outcomes of youth with disabilities, including the following:

- ***Individual and family characteristics*** (e.g., demographics, disability-related characteristics).
- ***Independent functioning*** (e.g., residential independence, financial independence, functional abilities).
- ***Social experiences*** (e.g., belonging to school or community groups, socializing with friends).
- ***School programs*** (e.g., courses taken, support services provided, educational placements).
- ***School characteristics and policies*** (e.g., type of school attended, policies related to mainstreaming, programs available for special education students).
- ***School achievement and completion*** (e.g., grades received, absenteeism, dropout/graduation behaviors).
- ***Employment characteristics*** (e.g., rates of employment, job types and duration, wages).
- ***Postsecondary education participation*** (in vocational schools and 2-year and 4-year colleges).

- ***Services provided by the school and other sources*** (e.g., job training, physical therapy, counseling).

- ***Parental expectations for youth in the areas of education, employment, and independence.***

This breadth of scope provides the most comprehensive picture yet available of youth with disabilities during adolescence and early adulthood.

Many people will be interested in using information from the NLTS for a variety of purposes, and data and findings will be available in a variety of forms. The NLTS project staff from OSEP and SRI will publish reports, papers, and articles on a wide range of topics and offer presentations of findings to many appropriate audiences. However, the richness of the database will support many analyses that are not on the research agenda of the NLTS project itself. For those interested in analyzing the NLTS database to address their own research questions, a data tape and documentation are available for purchase. Others will have questions that can easily be informed by NLTS data without the need for additional computer analyses. The statistical almanacs are intended to satisfy this type of information need.

NLTS data are compiled in the form of statistical almanacs as a way of informing audiences about the breadth of information available from the study. The format of the almanacs is intended to give users a broad understanding of the secondary school and transition experiences of youth with disabilities as a whole and to permit comparative analyses of the experiences and outcomes of youth in each of the 11 federal disability categories. When the NLTS is completed, similar almanacs will report follow-up data, permitting users to identify trends in experiences over time.

Components of the NLTS

The NLTS has several components:

- ***The Parent/Guardian Survey***. In the summer and fall of 1987, parents were interviewed by telephone to determine information on family background and expectations for the youth in the sample, characteristics of the youth, experiences with special services, the youths' educational attainments (including postsecondary education), employment experiences, and measures of social integration. Parents rather than youth were selected as respondents for the first wave of data collection because of the need for family background information and because, with most students still being in secondary school and living at home, parents were believed to be accurate respondents for the issues addressed. This survey will be repeated in 1990, when youth will be interviewed if they are able to respond.

- ***School Record Abstracts.*** Information has been abstracted from students' school records for their most recent year in secondary school (either the 1985-86 or 1986-87 school year). This information relates to courses taken, grades

achieved (if in a graded program), placement, related services received from the school, status at the end of the year, attendance, IQ, and experiences with minimum competency testing. School transcripts will be collected in 1990 for youth who have been in secondary school at any time since the 1986-87 school year.

- ***School Program Survey***. Schools attended by sample students in the 1986-87 school year were surveyed for information on enrollment, staffing, programs and related services offered to secondary special education students, policies affecting special education programs and students, and community resources for the disabled.

- ***Explanatory Substudies.*** Studies involving subsamples of youth are looking in greater depth at students' secondary school programs, the patterns of transition outcomes achieved by youth who were out of secondary school, and the relationship between school experiences and outcomes. Substudies are ongoing, and data from them are not included in this almanac series.

The NLTS Sample

The NLTS sample was constructed in two stages. A sample of 450 school districts was randomly selected from the universe of approximately 14,000 school districts serving secondary (grade 7 or above) special education students,* which had been stratified by region of the country, a measure of district wealth involving the proportion of students in poverty (Orshansky percentile), and student enrollment. Because not enough districts agreed to participate, a replacement sample of 178 additional districts was selected. More than 80 state-supported special schools serving secondary-age deaf, blind, and deaf-blind students were also invited to participate in the study. A total of 303 school districts and 22 special schools agreed to have their students selected for the study.

Analysis of the potential bias of the district sample indicated no systematic bias that would have an impact on study results when participating districts were compared to nonparticipants on several characteristics of the students served, participation in Vocational Rehabilitation programs, the extent of school-based and community resources for the disabled, the configuration of other education agencies serving district students, and metropolitan status (see Javitz and Wagner, 1990 for more information on the LEA sample). Bias may exist, of course, on factors for which data were not available for such comparisons.

Students were selected from rosters compiled by districts, which were instructed to include all special education students in the 1985-86 school year who were in grades 7

---

* Special education cooperatives and other special service units were not sampled directly (83% of special education students are served directly by school districts; Moore et al., 1988). However, instructions to districts for compiling student rosters asked districts to include on their listing any students sent from their district to such cooperatives or special service units. Despite these instructions, some districts may have underreported students served outside the district.

through 12 or whose birthdays were in 1972 or before, whether or not they were served within the district or outside the district (e.g., in a state-supported residential school). Rosters were stratified into 3 age groups (13 to 15, 16 to 18, over 18) for each of the 11 federal disability categories and youth were randomly selected from each age/disability group so that approximately 800 to 1,000 students were selected in each disability category (with the exception of deaf-blind, for which fewer than 100 students were served in the districts and schools included in the sample).

In part because of the time lapse between sample selection and data collection, many students could not be located at the addresses or telephone numbers provided by the schools. Of the 12,833 students selected for the sample, about one-third could not be reached by telephone for the parent interview. (For more than half of these, addresses and telephone numbers were not provided by the schools/districts from which they were sampled.) This relatively high rate of inability to reach sample members confirmed the importance of including in the NLTS a substudy of nonrespondents to determine whether those who were reached for the telephone interview were a representative sample of the population to which the study was intended to generalize. To identify whether bias existed in the interview sample, interviewers went to 28 school districts with relatively high nonresponse rates to locate and interview in person those who could not be reached by telephone. Of the 554 sought for in-person interviews, 442 were found and interviewed, a response rate of 80%. A comparison of telephone interview respondents with in-person interview respondents showed that the telephone sample underrepresented lower-income households. The sample was reweighted to adjust for that bias, as described in the next section.

Of the 10,369 sampled students for whom addresses or telephone numbers were provided by schools or districts, some portion of the needed data was collected for 84%; the response rates for individual components of the study were as follows:

	N	Response Rate
Parent interview	7619	71%
School records	6241	60
School survey	6672	64

Weighting Procedures and the Population to Which Data Generalize

Youth with disabilities for whom data could be gathered were weighted to represent the U.S. population of special education students in the 1985-86 school year who were in grades 7 through 12 or at least 13 years old. Because it is a sample of students at various ages, the NLTS sample does not generalize to youth who had dropped out of school before that age. For example, the sample of 18-year-olds generalizes to youth

who were 18 and still in secondary school in 1985-86, not to all 18-year-olds with disabilities, many of whom may have left school at an earlier age.

In performing sample weighting, three mutually exclusive groups of sample members were distinguished:

(A) Youth whose parents responded to the telephone interview.

(B) Youth whose parents did not respond to the telephone interview but were interviewed in person.

(C) Youth whose parents did not respond to either the telephone or in-person interview but for whom the we obtained a record abstract.

A major concern in weighting was to determine whether there was a nonresponse bias and to calculate the weights in such a way as to minimize that bias. There was a potential for three types of nonresponse bias:*

(1) Bias due to the inability to locate respondents because they had moved or had nonworking telephone numbers.

(2) Bias due to refusal to complete an interview (only 3% of those available to be interviewed refused).

(3) Bias due to circumstances that made it infeasible to locate or process a student's school record.

Of these three types of nonresponse, the first was believed to be the most important, in terms of both frequency and influence on the analysis. Type 1 bias was also the only type of nonresponse that could be estimated and corrected.

The magnitude of type 1 nonresponse bias was estimated by comparing responses to items available for the three groups of respondents (after adjusting for differences in the frequency with which youth in different disability categories were selected and differences in the size of the LEAs selected). Group A was wealthier, more highly educated, and less likely to be minority than group B. In addition, group A was more likely to have students who graduated from high school than group B or C (which had similar dropout rates). Groups A and B were compared on several additional measures for which data were unavailable for group C. The youth described by the two groups were similar on these additional items, including gender, employment status, pay, functional skills, association with a social group, and length of time since leaving school. Adjusting the weights to eliminate bias in the income distribution eliminated bias in

* We assumed that nonrespondents who could not be located because LEAs did not provide student names would have chosen to participate at about the same rate as parents in districts in which youth could be identified. The remaining nonrespondents would presumably have been distributed between the three types of nonresponse mentioned above.

parental educational attainment and ethnic composition, but did not affect differences in dropout rates. It was also determined that groups B and C were large enough that if they were treated the same as group A in the weighting process, the resulting dropout distribution would be approximately correct.

Weighting was accomplished using the following steps:

- Data from groups A and B were used to estimate the income distribution for each disability category that would have been obtained in the absence of type 1 nonresponse bias.

- Respondents from all three groups were combined and weighted up to the universe by disability category. Weights were computed within strata used to select the sample (i.e., LEA size and wealth, student disability category and age).

- Weights from three low-incidence disability categories (deaf, orthopedically impaired, and visually impaired) were adjusted to increase the effective sample size. These adjustments consisted primarily of slightly increasing the weights of students in larger LEAs and decreasing the weights of students in smaller LEAs. Responses before and after these weighting adjustments were nearly identical. In addition, because there were only three deaf/blind youth from medium-size or smaller districts, who had large weights, they were removed from the sample to increase the effective sample size. Thus, NLTS results do not represent the very small number of deaf/blind students in medium-size or smaller LEAs.

- The resulting weights were adjusted so that each disability category exhibited the appropriate income distribution estimated in step 1 above. These adjustments were of modest magnitude (relative to the range of weights within handicapping condition); the weights of the poorest respondents were multiplied by a factor of approximately 1.6 and the weights of the wealthiest respondents were multiplied by a factor of approximately .7.

Estimation of Standard Errors

The tables in the "Descriptive Results" section present data for the full sample of youth with disabilities and for important subgroups, as defined at the beginning of that section. Most of the variables presented in the tables are reported as percentages of youth in the full sample or in the subgroups. In some cases, rather than percentages, the figures refer to means, such as the mean wage earned by employed youth or the mean number of students enrolled in schools attended by youth. Percentages and means are weighted to represent the national population of youth with disabilities and youth in each disability category. However, the percentages and means are only estimates of the actual percentages and means that would be obtained if all youth with disabilities were included in the study. These estimates vary in how closely they approximate the true measures that would be derived from a study of all youth. To aid the reader in determining the precision of the estimates, for each percentage and mean the tables present the approximate standard error and the unweighted number of cases on which the statistic is based.

To determine the precision of a particular percentage or mean, the reader can construct a confidence interval for the estimate by multiplying the standard error by 1.96. The result is the range around the estimate within which the true measure would be found 95 out of 100 times. For example, the NLTS estimates that 88.8% of youth with disabilities attended a comprehensive secondary school during their most recent year in school. The standard error of that estimate, .9, is multiplied by 1.96, letting us assume with 95% confidence that the true rate of attendance at comprehensive secondary schools falls within a range of ±1.8 percentage points, or 87% to 90.6%.

Readers may also want to compare percentages or means for different subgroups to determine, for example, whether the difference in employment rates for males and females with multiple handicaps is statistically significant. To calculate whether the difference between percentages is statistically significant with 95% confidence (often denoted as $p<.05$), the squared difference between the two percentages of interest is divided by the sum of the two squared standard errors. If this product is larger than 3.84, the difference is significant. Presented as a formula, a difference in percentages is statistically significant at the .05 level if:

$$\frac{(P_1 - P_2)^2}{SE_1^2 + SE_2^2} > 1.96^2$$

where P_1 and SE_1 are the first percentage and its standard error and P_2 and SE_2 are the second percentage and its standard error.

The standard errors for the NLTS were computed using procedures that differ from standard calculation routines. Such routines assume a simple random sample. However, the NLTS used a stratified cluster sample design, which introduces design effects that reduce the precision of estimates for a sample of a given size, compared with a simple random sample. The design effects within the NLTS affect the precision of estimates to varying degrees for different subpopulations and different variables. Pseudo-replication is widely accepted as a variance estimation technique in the presence of design effects. However, it is not cost-effective for estimating the standard errors of the thousands of variables and subpopulations tabulated in the 10 volumes of the statistical almanacs. Therefore, pseudo-replication was conducted on a limited number of variables to calibrate an approximation formula that is cost- effective for purposes of the almanacs, using the following procedures:

- A set of 25 variables representing the parent interview, school program survey, and record abstract was identified for the purpose of developing a statistical approximation formula; these included 16 nominal variables and 9 continuous variables.

- Standard errors of the weighted means of the selected variables were estimated in two ways. The first procedure involved pseudo- replication. For each variable, standard errors were calculated for students in each handicap category and for the total sample (300 standard errors) using a partially balanced experimental design specifying how students were to be allocated to 16 half-samples. The sample was split on the basis of the school districts and special schools from which youth were originally sampled. Districts and schools were paired on the basis of enrollment and a measure of poverty, and one member of each pair was assigned to each half-sample. Sample weights for students were computed for each half-sample as if those in the half-sample were the only study participants.

  The following formula was used to estimate the standard error of the mean for students in all conditions:

$$\text{Standard error} = [(1/16)\ \Sigma_i\ (M_i - M)^2]^{1/2}$$

  where M_i is the mean calculated for students in one of the 16 half- samples), M is the mean response calculated from the full sample, and the summation extends over all 16 half-samples. (Note that responses to questions from the school program survey were attached to the records of students in the responding schools so that means for these items were computed using student weights.)

- The second estimation procedure involved an approximation formula based on an estimate of the effective sample size for each handicap category and the total sample. The sampling efficiency (E) for a group was calculated using the following formula:

$$E = M_w^2/(M_w^2 + S_w^2)$$

  where M_w and S_w are the mean and standard deviation of the student weights over all members of the group. The approximation formula for the standard error of the weighted mean of nominal variables is:

$$\text{Standard error} = [P(1-P)/(E \times N)]^{1/2}$$

  where P is the full-sample weighted proportion of "yes" responses to a particular question in the group, N is the unweighted number of "yes" or "no" responses to the question in the group, and E is the sampling efficiency of the group. The approximation formula for the standard error of the mean of a continuous variable is:

$$\text{Standard error} = [S^2/(N \times E)]^{1/2}$$

  where S^2 is the variance of responses in the group for the continuous variable (computed with frequencies equal to full-sample weights) and N is the unweighted number of respondents to the question in the group. These formulas were used to compute a total of 300 standard errors for the same variables and groups addressed using pseudo-replication.

- To assess the accuracy of the standard errors produced by these formulas, we used scatter plots to compare them with standard errors produced using pseudo-replication. For both nominal and continuous variables, the approximate best fit

was a 45 degree line. That is, on average, the formula based on estimates of effective sample size neither systematically overestimated nor underestimated the standard error obtained using pseudo-replication, arguing for use of the more cost-effective estimation formulas. However, because error remains in the estimates that might result in underestimating the true standard errors in some instances, we took a conservative approach and multiplied the standard errors produced using the estimation formulas by 1.25. The vast majority of the standard errors so obtained were larger than the standard errors obtained by pseudo-replication. Thus, the standard errors included in the almanacs were calculated using the effective sample size estimation formulas and increased by a factor of 1.25.

Caveats to Users of the Data

To minimize the potential that data in the statistical almanacs will be misinterpreted, the user should keep in mind the following considerations.

- ***Estimation of Sampling Errors***. The data tables contain approximate standard errors for means and percentages; the previous section instructs users in how to use them to calculate confidence intervals and to determine whether differences between estimates are statistically significant. Users should interpret data in light of the standard errors. Percentages or means based on subgroups with relatively few cases have a considerably greater margin of error than those based on larger subgroups.

- ***Subgroup Definitions***. The "Descriptive Results" section begins with a definition of the subgroups for which data are reported. Users should be clear about the definition of these groups to avoid misinterpreting the brief labels contained in the tables. Of particular note are the subgroups based on the youth's designated disability. Assignment to a disability category is based on the primary disability designated by the youth's school or district in the 1985-86 school year. Category definitions, assessment methods, and rules of thumb for categorizing students vary widely between states and often between school districts within states. NLTS data should not be interpreted as describing youth who truly had a particular disability, but rather as describing youth who were categorized as having that disability by their school or district. Further, youth who had been institutionalized more than a year are included in the base on which statistics are calculated only for Tables 1, 3, 4, 8, 28 through 35, and 38; they are excluded from other tables because of the skip logic of the interview.

- ***Sources of Data and Data Reliability***. Each table indicates the source of the data reported in it (e.g., parent interview, school records). The confidence the user places in the data should be based in part on a recognition of their source. The accuracy of parent reports about their adolescent or adult children may vary depending on the subject of an item. For example, parents were expected to be quite accurate reporters of data on family characteristics, but to be less aware of--and, therefore, report less accurately on--the kinds of services their children were provided in school or by other agencies. When two sources of data were available for a given item (e.g., parent reports and school record indications of whether the youth graduated or dropped out), consistency checks were performed. For many variables, a high level of agreement was found; for other items, larger discrepancies were noted. Appendix A presents decision rules used to resolve such discrepancies. However, for most items, only one source of data was

available, making it impossible to verify the accuracy of the responses. Specific data items potentially subject to bias are discussed in Appendix A.

- ***Items of a Sensitive Nature***. A few items in the parent interview asked parents to report what they might consider negative behaviors on the part of their children, such as whether the youth had ever been arrested or been fired from a job. The tendency for respondents to give socially acceptable answers to such items raises the question of the accuracy of parent reports for sensitive items. Although there is no objective validation of responses available to the NLTS, several factors suggest that parent reports produced generally valid data for these items: a low level of nonresponse to such items; a reasonably large number of respondents reporting negative behaviors (e.g., parents of 21% of youth who had been out of school 1 to 2 years indicated the youth had been arrested; 32% of exiters from secondary school were reported to have dropped out of school); and strong evidence of construct validity based on observed relationships among variables.

- ***Missing Data***. Missing data result from item nonresponse, the absence of the whole instrument from which an item was taken, or a logical skip of an item because it was inappropriate to a particular respondent (e.g., some items were asked only of parents of youth with particular kinds of disabilities). Missing data of all kinds were eliminated from calculations of percentages and means. Hence, the reported percentages and means are based on those for whom the question was appropriate and who answered the question. The approximate standard errors increase as the sample size decreases, drawing the user's attention to statistics that are based on particularly small samples.

REFERENCES

Javitz, H. and Wagner, M. (1990). *National Longitudinal Transition Study of Special Education Students: Report on Sample Design and Limitations, Wave 1 (1987).* Menlo Park, CA: SRI International.

Moore, M., et al. (1988). *Patterns in Special Education Service Delivery and Cost.* Washington, DC: Decision Resources Corp.

TITLES IN THE NLTS STATISTICAL ALMANAC SERIES

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 1: Overview.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 2: Youth Categorized as Learning Disabled.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 3: Youth Categorized as Emotionally Disturbed.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 4: Youth Categorized as Speech Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 5: Youth Categorized as Mentally Retarded.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 6: Youth Categorized as Visually Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 7: Youth Categorized as Hearing Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 8: Youth Categorized as Orthopedically Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 9: Youth Categorized as Other Health Impaired.

The National Longitudinal Transition Study of Special Education Students Statistical Almanac, Volume 10: Youth Categorized as Multiply Handicapped.

DESCRIPTIVE RESULTS

This section of the statistical almanac presents data related to special education students categorized by the school or district they attended in the 1985-86 school year as having multiple handicaps. This category is defined to include youth with concomitant impairments, the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments (does not include deaf/blind). The tables describe:

- Youths' individual and household characteristics
- Characteristics of students' schools and educational programs
- Programs available to secondary students with disabilities
- Services received by youth with disabilities
- Youth outcomes.

Each table in the volume has three parts. Part A presents data for the appropriate full sample of youth categorized as having multiple handicaps and for youth with multiple handicaps in the following subgroups:

- ***Community***. The type of community in which the youth last attended secondary school, based on Department of Commerce definitions of metropolitan statistical areas (MSAs), is described as urban (central city within an MSA), suburban (area surrounding a central city with an MSA), or rural (areas outside MSAs).

- ***Gender.*** Youth are distinguished as male or female on the basis of parent reports, school rosters, or, in the absence of these sources, inference from the student's name (for a minimal number of cases).

- ***Age in 1987.*** Youth are categorized by age as 15 or 16, 17 or 18, or 19 or older on the basis of birthdates provided by schools or parents.

- ***School status.*** Using parent and school reports,* youth are categorized as:

  - ***In-school.*** Enrolled in secondary school in the 1985-86 school year and still enrolled in secondary school at the time of the parent interview.

  - ***Out 1 Year or Less.*** Enrolled in secondary school in the 1985-86 school year, and enrolled in secondary school at some time in the year before the parent interview, but no longer enrolled at the time of the interview. These youth include dropouts and completers of the 1986-87 school year.

* See Appendix A for more detailed information on construction of the school status variable.

- ***Out 1 to 2 Years.*** Enrolled in secondary school in the 1985-86 school year, not enrolled in secondary school at the time of the parent interview, and not enrolled at any time in the year before the interview. These youth include dropouts and completers of the 1985-86 school year.

Part B presents data for youth with multiple handicaps in the following subgroups:

- ***School attended***. Using school reports, youth are distinguished as to whether in their most recent year in secondary school (the 1986-87 or 1985-86 school year) they attended a special school serving only youth with disabilities or a regular school that also served students not classified as having a disability. Regular schools include comprehensive secondary schools (i.e., middle schools and high schools), as well as a small number of magnet, alternative, and vocational secondary schools.

- ***Self-Care Ability***. Youth are classified on a scale measuring their ability to perform three self-care tasks. Parents were asked to report how well on their own, without help, youth could dress themselves, feed themselves, and get around outside the home, such as to a neighbor's house or nearby park. Responses were reported on a 4-point scale ranging from "very well" (4 points) to "not at all well" (1 point). Summing responses for the three tasks forms a scale ranging from 3 to 12. Youth were classified as having low self-care ability if they scored from 3 to 8, medium ability if they scored from 9 to 11, and high ability if they scored 12.

Part C of each table presents data for the following subgroups of youth with multiple handicaps:

- ***Household Income.*** Youth are distinguished as to whether parents reported the annual 1986 household income before taxes as less than $12,000, $12,000 to $24,999, or $25,000 or more.

- ***Ethnicity.*** Using parent reports, youth are categorized as Black, White, or Hispanic. Youth from other ethnic backgrounds (e.g., Asian, Alaskan native) are too few to distinguish as a separate category.

- ***Head of household education***. Using parent reports, youth are distinguished according to whether the head of household did not complete high school, was a high school graduate with no college training, or had some college education or a college or graduate degree.

Note that many items in the almanacs permitted more than one response so that percentages often will not add to 100%. Sample sizes vary among tables for the same group because of differing response rates for items taken from different instruments. Also, the sample sizes for subgroups may not sum to the sample size in the total column because of missing values for the variables used to define the subgroups. Some items refer only to specific subgroups (e.g., grade point average for students receiving grades). Appendix B contains data tables that present the size of these subgroups (e.g., the weighted percentage and unweighted number of students who received grades). Statistics based on subgroups of fewer than 15 respondents are omitted. Standard errors are in parentheses.

Statistical Tables

Table 1A: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of youth:												
15 or 16 years old	30.5	25.6	27.6	39.4	30.0	31.5	100	0.0	0.0	35.8	14.5	25.7
	(3.2)	(4.1)	(5.2)	(9.6)	(4.1)	(5.1)	(0.0)	(0.0)	(0.0)	(4.0)	(6.1)	(7.8)
17 or 18 years old	27.7	31.3	24.9	28.4	30.4	22.7	0.0	100	0.0	35.2	18.3	10.9
	(3.1)	(4.4)	(5.1)	(8.9)	(4.1)	(4.6)	(0.0)	(0.0)	(0.0)	(4.0)	(6.7)	(5.6)
19 to 21 years old	29.2	31.6	36.7	21.0	27.6	32.3	0.0	0.0	70.0	27.5	42.7	23.5
	(3.2)	(4.4)	(5.6)	(8.0)	(4.0)	(5.1)	(0.0)	(0.0)	(4.3)	(3.8)	(8.5)	(7.6)
More than 21 years old	12.6	11.5	10.8	11.2	12.0	13.5	0.0	0.0	30.0	1.5	24.4	39.9
	(2.3)	(3.0)	(3.6)	(6.2)	(2.9)	(3.8)	(0.0)	(0.0)	(4.3)	(1.0)	(7.4)	(8.7)
Number of respondents	744	215	176	70	470	274	195	213	336	497	111	127
Average age	18.3	18.3	18.4	17.8	18.3	18.3	15.6	17.5	20.8	17.5	19.6	19.8
	(0.2)	(0.2)	(0.3)	(0.5)	(0.2)	(0.3)	(0.1)	(0.1)	(0.1)	(0.2)	(0.4)	(0.5)
Number of respondents	744	215	176	70	470	274	195	213	336	497	111	127
Percentage who were male	65.4	66.8	61.6	70.6	100	0.0	64.4	71.7	62.1	64.1	67.3	68.9
	(3.3)	(4.5)	(5.7)	(9.0)	(0.0)	(0.0)	(7.1)	(5.9)	(4.5)	(4.0)	(8.1)	(8.3)
Number of respondents	744	215	176	70	470	274	195	213	336	497	111	127
Percentage who were:												
Black, not Hispanic	19.1	34.2	19.1	6.3	17.5	22.1	20.9	17.9	18.6	20.1	19.1	15.7
	(3.0)	(4.8)	(4.9)	(5.1)	(3.7)	(4.9)	(6.5)	(5.5)	(3.9)	(3.6)	(7.4)	(7.0)
White, not Hispanic	65.6	42.4	72.4	74.1	67.0	62.7	62.1	67.0	67.1	63.1	64.9	74.4
	(3.6)	(5.0)	(5.6)	(9.2)	(4.5)	(5.8)	(7.7)	(6.8)	(4.7)	(4.4)	(9.0)	(8.4)
Hispanic	12.1	19.6	5.4	18.2	13.5	9.6	11.7	12.3	12.4	14.0	13.5	4.8
	(2.5)	(4.0)	(2.8)	(8.1)	(3.3)	(3.5)	(5.1)	(4.7)	(3.3)	(3.1)	(6.4)	(4.1)
American Indian/Alaskan Native	0.2	0.0	0.8	0.0	0.3	0.0	0.0	0.5	0.1	0.2	0.0	0.3
	(0.3)	(0.0)	(1.1)	(0.0)	(0.5)	(0.0)	(0.0)	(1.0)	(0.4)	(0.4)	(0.0)	(1.0)
Asian/Pacific Islander	2.1	1.3	2.1	1.4	0.8	4.4	4.8	0.4	1.2	1.4	1.4	4.8
	(1.1)	(1.2)	(1.8)	(2.5)	(0.9)	(2.4)	(3.4)	(0.9)	(1.1)	(1.1)	(2.2)	(4.1)
Other	0.9	2.5	0.3	0.0	0.8	1.1	0.5	2.0	0.6	1.2	1.0	0.0
	(0.7)	(1.6)	(0.7)	(0.0)	(0.9)	(1.2)	(1.1)	(2.0)	(0.7)	(1.0)	(1.9)	(0.0)
Number of respondents	636	189	157	62	399	237	169	180	287	437	92	107
Percentage who spoke at home:												
English	65.7	65.7	70.6	64.2	65.2	66.6	65.3	71.8	62.0	68.5	60.4	60.3
	(3.6)	(4.8)	(5.9)	(10.1)	(4.6)	(5.7)	(7.6)	(6.6)	(4.9)	(4.2)	(9.2)	(9.5)
Another spoken language	4.1	7.5	1.9	2.5	4.2	3.7	5.4	1.7	4.6	5.6	1.7	0.7
	(1.5)	(2.7)	(1.8)	(3.3)	(2.0)	(2.3)	(3.6)	(1.9)	(2.1)	(2.1)	(2.4)	(1.6)
No spoken language	30.2	26.7	27.5	33.3	30.5	29.7	29.3	26.5	33.4	25.9	38.0	39.0
	(3.5)	(4.5)	(5.8)	(9.9)	(4.5)	(5.5)	(7.3)	(6.4)	(4.8)	(4.0)	(9.1)	(9.5)
Number of respondents	628	188	149	62	394	234	169	176	283	430	92	106

Source: Parent interviews.

Table 1B: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS

Characteristics of Youth	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage of youth:					
15 or 16 years old	33.2	25.4	28.5	28.6	36.5
	(5.2)	(3.9)	(5.1)	(6.7)	(7.2)
17 or 18 years old	29.2	27.4	24.7	30.9	32.5
	(5.0)	(4.0)	(4.8)	(6.9)	(7.0)
19 to 21 years old	29.0	33.3	29.3	26.4	28.8
	(5.0)	(4.2)	(5.1)	(6.5)	(6.8)
More than 21 years old	8.6	13.9	17.6	14.1	2.2
	(3.1)	(3.1)	(4.3)	(5.2)	(2.2)
Number of respondents	255	397	273	135	172
Average age	17.9	18.6	18.6	18.5	17.6
	(0.2)	(0.2)	(0.3)	(0.4)	(0.3)
Number of respondents	255	397	273	135	172
Percentage who were male	63.9	65.3	61.1	65.9	74.1
	(5.3)	(4.3)	(5.5)	(7.0)	(6.6)
Number of respondents	255	397	273	135	172
Percentage who were:					
Black, not Hispanic	16.1	24.3	19.0	20.4	20.2
	(4.5)	(4.1)	(4.4)	(6.0)	(6.0)
White, not Hispanic	66.3	65.3	68.3	59.7	63.2
	(5.7)	(4.6)	(5.2)	(7.3)	(7.2)
Hispanic	15.4	7.6	10.7	13.7	15.3
	(4.4)	(2.6)	(3.5)	(5.1)	(5.4)
American Indian/Alaskan Native	0.4	0.0	0.0	1.3	0.0
	(0.8)	(0.0)	(0.0)	(1.7)	(0.0)
Asian/Pacific Islander	1.1	1.6	1.6	0.7	0.8
	(1.3)	(1.2)	(1.4)	(1.3)	(1.4)
Other	0.8	1.1	0.4	4.1	0.5
	(1.1)	(1.0)	(0.7)	(2.9)	(1.1)
Number of respondents	210	336	272	135	172
Percentage who spoke at home:					
English	73.2	61.7	49.4	81.1	92.2
	(5.4)	(4.8)	(5.6)	(5.8)	(4.0)
Another spoken language	2.9	5.3	4.3	6.4	3.8
	(2.0)	(2.2)	(2.3)	(3.6)	(2.9)
No spoken language	24.0	33.0	46.4	12.6	4.0
	(5.2)	(4.6)	(5.6)	(4.9)	(2.9)
Number of respondents	209	329	273	134	172

Source: Parent interviews.

Table 1C: DEMOGRAPHIC CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth:									
15 or 16 years old	33.1	27.9	35.5	33.7	29.2	29.6	26.7	36.0	29.8
	(7.9)	(6.4)	(5.9)	(6.2)	(4.4)	(10.5)	(6.4)	(6.9)	(6.7)
17 or 18 years old	32.2	28.1	22.5	25.5	27.9	27.7	27.7	27.2	31.8
	(7.8)	(6.4)	(5.2)	(5.7)	(4.4)	(10.3)	(6.5)	(6.4)	(6.9)
19 to 21 years old	27.4	34.9	25.6	24.1	31.8	27.9	31.4	28.7	28.5
	(7.5)	(6.8)	(5.4)	(5.6)	(4.6)	(10.3)	(6.7)	(6.5)	(6.6)
More than 21 years old	7.3	9.1	16.4	16.8	11.2	14.8	14.1	8.1	9.8
	(4.3)	(4.1)	(4.6)	(4.9)	(3.1)	(8.2)	(5.0)	(3.9)	(4.4)
Number of respondents	130	160	223	142	425	51	151	191	196
Average age	17.9	18.4	18.2	18.2	18.3	18.5	18.6	17.9	18.2
	(0.4)	(0.3)	(0.3)	(0.3)	(0.2)	(0.6)	(0.3)	(0.3)	(0.3)
Number of respondents	130	160	223	142	425	51	151	191	196
Percentage who were male	75.8	66.4	56.6	59.9	66.9	72.6	68.3	68.9	66.2
	(7.2)	(6.8)	(6.1)	(6.4)	(4.6)	(10.3)	(6.7)	(6.6)	(7.0)
Number of respondents	130	160	223	142	425	51	151	191	196
Percentage who were:									
Black, not Hispanic	28.2	14.9	13.0	100	0.0	0.0	26.4	19.1	12.1
	(7.5)	(5.1)	(4.2)	(0.0)	(0.0)	(0.0)	(6.4)	(5.6)	(4.8)
White, not Hispanic	48.1	74.3	78.1	0.0	100	0.0	41.5	70.8	83.4
	(8.4)	(6.3)	(5.1)	(0.0)	(0.0)	(0.0)	(7.1)	(6.5)	(5.5)
Hispanic	22.3	8.7	5.2	0.0	0.0	100	31.1	7.3	1.6
	(7.0)	(4.0)	(2.8)	(0.0)	(0.0)	(0.0)	(6.7)	(3.7)	(1.8)
American Indian/Alaskan Native	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.2
	(0.0)	(0.0)	(0.6)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.7)
Asian/Pacific Islander	0.0	0.9	3.1	0.0	0.0	0.0	1.0	0.8	2.4
	(0.0)	(1.4)	(2.1)	(0.0)	(0.0)	(0.0)	(1.4)	(1.3)	(2.3)
Other	1.3	1.1	0.3	0.0	0.0	0.0	0.0	1.9	0.3
	(1.9)	(1.5)	(0.7)	(0.0)	(0.0)	(0.0)	(0.0)	(2.0)	(0.8)
Number of respondents	130	159	223	142	425	51	151	191	195
Percentage who spoke at home:									
English	63.3	78.2	73.4	69.7	67.0	49.9	57.4	76.9	80.7
	(8.1)	(5.9)	(5.5)	(6.0)	(4.6)	(11.7)	(7.2)	(6.0)	(5.8)
Another spoken language	7.6	4.8	0.9	0.0	1.5	24.8	12.3	1.2	0.5
	(4.4)	(3.1)	(1.2)	(0.0)	(1.2)	(10.1)	(4.8)	(1.5)	(1.1)
No spoken language	29.1	17.0	25.7	30.3	31.5	25.3	30.3	21.9	18.8
	(7.6)	(5.4)	(5.4)	(6.0)	(4.6)	(10.2)	(6.6)	(5.9)	(5.7)
Number of respondents	130	160	223	142	419	49	151	191	196

Source: Parent interviews

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS

Characteristics of Households	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in households with:												
A single parent	36.9	51.0	29.3	26.9	37.6	35.5	33.3	44.1	34.4	35.1	34.3	50.1
	(4.0)	(5.3)	(6.5)	(9.6)	(5.2)	(6.0)	(8.0)	(7.7)	(5.4)	(4.5)	(9.6)	(13.5)
Neither natural parent	7.4	3.9	10.9	11.8	6.6	9.1	8.3	4.8	8.8	5.3	21.6	2.5
	(2.3)	(2.1)	(4.4)	(7.3)	(2.7)	(3.8)	(4.9)	(3.4)	(3.3)	(2.2)	(9.2)	(4.1)
Other disabled children	18.7	15.0	13.7	20.6	20.3	15.4	30.1	10.7	15.2	15.3	27.4	27.2
	(3.2)	(3.8)	(4.9)	(8.7)	(4.3)	(4.6)	(7.8)	(4.8)	(4.0)	(3.4)	(9.1)	(11.8)
Disabled head of household	9.3	8.4	6.4	14.9	10.6	6.6	12.9	8.1	7.3	10.7	5.8	5.3
	(2.4)	(3.0)	(3.5)	(7.7)	(3.2)	(3.1)	(5.7)	(4.2)	(2.9)	(2.9)	(4.8)	(5.8)
Number of respondents	527	161	123	56	332	195	146	156	225	388	71	65
Average number of children in household	2.4	2.5	2.3	2.5	2.4	2.5	2.9	2.2	2.2	2.4	2.7	2.3
	(0.2)	(0.2)	(0.2)	(0.6)	(0.2)	(0.3)	(0.4)	(0.2)	(0.2)	(0.2)	(0.4)	(0.4)
Number of respondents	550	173	123	60	346	204	151	162	237	406	79	65
Percentage with head of household with highest education being:												
Some high school	32.4	43.0	19.2	38.3	32.5	32.0	27.7	31.2	36.8	31.0	50.6	20.2
	(3.9)	(5.4)	(5.7)	(10.5)	(5.0)	(6.0)	(7.8)	(7.3)	(5.5)	(4.5)	(10.3)	(10.7)
High school diploma	38.4	33.5	40.5	36.5	39.0	37.2	44.3	36.4	35.2	39.4	27.7	44.6
	(4.1)	(5.1)	(7.1)	(10.4)	(5.2)	(6.3)	(8.6)	(7.6)	(5.4)	(4.7)	(9.2)	(13.3)
Some college or 2-year degree	16.4	14.8	15.0	20.7	17.7	13.6	12.3	23.9	14.3	15.7	14.4	22.5
	(3.1)	(3.9)	(5.2)	(8.8)	(4.1)	(4.4)	(5.7)	(6.7)	(4.0)	(3.5)	(7.2)	(11.2)
4-year college degree or more	12.8	8.6	25.4	4.5	10.8	17.2	15.7	8.5	13.7	13.9	7.4	12.7
	(2.8)	(3.0)	(6.3)	(4.5)	(3.3)	(4.9)	(6.3)	(4.4)	(3.9)	(3.4)	(5.4)	(8.9)
Number of respondents	538	166	120	59	341	197	146	160	232	398	75	65

Source: Parent interviews

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS

Characteristics of Households	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in households with:					
A single parent	35.2	35.5	30.0	39.4	44.6
	(6.0)	(5.1)	(5.5)	(7.5)	(7.6)
Neither natural parent	11.0	3.4	8.6	5.2	6.2
	(4.0)	(2.0)	(3.6)	(3.4)	(3.8)
Other disabled children	17.5	15.7	21.4	12.9	17.8
	(4.8)	(3.9)	(4.9)	(5.1)	(5.9)
Disabled head of household	10.5	10.8	4.9	9.9	14.9
	(3.9)	(3.3)	(2.6)	(4.5)	(5.4)
Number of respondents	190	285	236	127	159
Average number of children in household	2.5	2.2	2.5	2.5	2.3
	(0.3)	(0.1)	(0.3)	(0.3)	(0.2)
Number of respondents	198	288	252	130	166
Percentage with head of household with highest education being:					
Some high school	35.5	24.1	38.9	29.6	25.1
	(6.1)	(4.7)	(5.9)	(7.1)	(6.7)
High school diploma	36.2	39.0	32.9	37.1	45.8
	(6.1)	(5.3)	(5.7)	(7.5)	(7.7)
Some college or 2-year degree	16.2	19.6	15.5	11.4	19.9
	(4.7)	(4.3)	(4.4)	(4.9)	(6.2)
4-year college degree or more	12.0	17.3	12.6	21.9	9.1
	(4.1)	(4.1)	(4.0)	(6.4)	(4.4)
Number of respondents	193	283	246	127	164

Source: Parent interviews

Table 2C: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in households with:									
A single parent	60.6	30.6	12.7	59.7	27.9	47.8	47.4	33.9	28.9
	(8.2)	(6.6)	(4.2)	(7.0)	(4.9)	(12.2)	(7.2)	(6.8)	(6.8)
Neither natural parent	0.8	9.5	5.5	3.7	8.8	0.2	8.1	3.1	5.0
	(1.6)	(4.4)	(2.9)	(2.9)	(3.1)	(1.1)	(4.3)	(2.6)	(3.2)
Other disabled children	18.9	19.2	12.8	25.6	18.7	5.8	19.9	14.0	19.6
	(6.5)	(5.6)	(4.2)	(6.2)	(4.2)	(5.7)	(5.8)	(5.0)	(5.9)
Disabled head of household	13.8	8.3	3.5	9.2	6.6	21.2	19.6	5.4	1.5
	(5.8)	(4.0)	(2.3)	(4.1)	(2.7)	(10.2)	(5.8)	(3.2)	(1.8)
Number of respondents	113	150	218	111	358	39	135	177	192
Average number of children in household	2.6	2.4	2.3	3.0	2.3	2.3	2.8	2.2	2.4
	(0.4)	(0.2)	(0.2)	(0.4)	(0.2)	(0.4)	(0.4)	(0.2)	(0.2)
Number of respondents	130	159	222	122	366	46	151	190	195
Percentage with head of household with highest education being:									
Some high school	50.9	32.3	6.7	43.9	20.7	75.5	100	0.0	0.0
	(8.5)	(6.7)	(3.1)	(7.2)	(4.4)	(10.7)	(0.0)	(0.0)	(0.0)
High school diploma	36.6	43.5	38.1	37.9	41.8	21.1	0.0	100	0.0
	(8.2)	(7.1)	(6.1)	(7.1)	(5.4)	(10.1)	(0.0)	(0.0)	(0.0)
Some college or 2-year degree	11.3	19.5	18.9	11.4	20.6	3.4	0.0	0.0	56.1
	(5.4)	(5.7)	(4.9)	(4.6)	(4.4)	(4.5)	(0.0)	(0.0)	(7.3)
4-year college degree or more	1.2	4.8	36.2	6.8	16.9	0.0	0.0	0.0	43.9
	(1.9)	(3.1)	(6.0)	(3.7)	(4.1)	(0.0)	(0.0)	(0.0)	(7.3)
Number of respondents	128	159	221	117	362	44	151	191	196

Source: Parent interviews.

Table 2A: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Characteristics of Households	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in household with 1986 annual income:												
Less than $12,000	36.8	43.7	21.8	41.5	41.8	26.8	38.0	41.9	32.2	37.7	29.2	40.2
	(4.2)	(5.6)	(6.1)	(11.0)	(5.6)	(5.8)	(8.6)	(8.2)	(5.5)	(4.9)	(9.5)	(14.2)
$12,000 to $24,999	35.9	32.5	35.9	39.1	35.7	36.4	31.2	35.6	40.0	33.1	50.7	35.1
	(4.2)	(5.3)	(7.1)	(10.9)	(5.4)	(6.3)	(8.3)	(7.9)	(5.8)	(4.7)	(10.5)	(13.8)
$25,000 to $37,999	11.6	13.4	9.7	13.5	9.6	15.7	11.3	10.4	12.7	11.3	8.4	17.0
	(2.8)	(3.8)	(4.4)	(7.6)	(3.3)	(4.8)	(5.6)	(5.1)	(3.9)	(3.2)	(5.8)	(10.9)
$38,000 to $50,000	7.4	5.3	13.1	3.8	6.7	8.7	7.6	6.1	8.1	8.6	5.7	2.6
	(2.3)	(2.5)	(5.0)	(4.3)	(2.8)	(3.7)	(4.7)	(4.0)	(3.2)	(2.8)	(4.9)	(4.6)
More than $50,000	8.3	5.2	19.6	2.1	6.2	12.4	11.9	5.9	7.0	9.3	5.9	5.1
	(2.4)	(2.5)	(5.9)	(3.2)	(2.7)	(4.3)	(5.8)	(3.9)	(3.0)	(2.9)	(5.0)	(6.4)
Number of respondents	504	153	116	56	314	190	139	149	216	373	72	59
Percentage in households that received:												
Social Security Disability Income	16.1	12.7	13.8	25.8	16.6	15.2	12.5	17.8	17.9	14.7	28.4	9.7
	(3.0)	(3.5)	(4.9)	(9.4)	(3.9)	(4.6)	(5.6)	(5.8)	(4.3)	(3.3)	(9.2)	(7.3)
Social Security survivors benefits	7.6	9.3	8.4	5.2	6.5	9.7	2.7	5.6	12.9	6.2	10.1	11.7
	(2.2)	(3.1)	(3.9)	(4.7)	(2.6)	(3.8)	(2.7)	(3.5)	(3.7)	(2.3)	(6.1)	(8.0)
Supplemental Security Income	46.9	51.5	45.1	35.0	49.1	42.5	38.1	41.9	57.8	43.5	51.1	60.6
	(4.1)	(5.3)	(6.9)	(10.1)	(5.2)	(6.3)	(8.2)	(7.4)	(5.5)	(4.6)	(10.2)	(12.0)
Medicaid or equivalent	40.7	42.8	38.0	38.5	43.9	34.5	34.1	45.3	42.8	36.2	58.5	44.1
	(4.0)	(5.3)	(6.8)	(10.3)	(5.2)	(6.1)	(8.0)	(7.5)	(5.5)	(4.5)	(10.0)	(12.3)
Aid to Families with Dependent Children	12.4	18.8	6.8	13.4	14.0	9.2	13.5	15.7	9.2	13.2	11.3	9.7
	(2.7)	(4.2)	(3.5)	(7.2)	(3.6)	(3.7)	(5.8)	(5.5)	(3.2)	(3.2)	(6.4)	(7.3)
Public assistance	9.6	16.8	1.8	7.7	11.5	5.7	12.8	12.3	4.9	6.9	17.4	14.6
	(2.4)	(4.0)	(1.9)	(5.7)	(3.3)	(3.0)	(5.7)	(5.0)	(2.4)	(2.4)	(7.8)	(8.7)
Food stamps	19.8	26.1	9.4	23.1	24.3	10.7	26.3	26.6	9.7	19.6	23.1	16.8
	(3.2)	(4.7)	(4.1)	(8.9)	(4.5)	(3.9)	(7.5)	(6.7)	(3.3)	(3.7)	(8.6)	(9.2)
Other benefits	10.8	14.6	6.4	4.8	11.2	9.9	11.0	12.5	9.3	10.1	12.8	12.0
	(2.5)	(3.8)	(3.4)	(4.5)	(3.3)	(3.8)	(5.3)	(5.0)	(3.2)	(2.8)	(6.9)	(8.0)
None of these benefits	35.0	30.5	47.2	32.7	31.9	41.1	40.2	39.7	27.8	39.1	19.4	31.7
	(3.8)	(4.8)	(6.7)	(10.0)	(4.7)	(6.1)	(8.1)	(7.2)	(4.8)	(4.5)	(7.9)	(11.0)
Number of respondents	542	168	120	59	340	201	147	160	233	396	78	65

Source: Parent interviews.

Table 2B: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Characteristics of Households	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in household with 1986 annual income:					
Less than $12,000	36.0	29.9	39.0	26.3	38.6
	(6.2)	(5.2)	(6.2)	(7.2)	(7.6)
$12,000 to $24,999	40.2	34.4	32.7	35.4	40.3
	(6.4)	(5.4)	(6.0)	(7.8)	(7.6)
$25,000 to $37,999	9.9	13.8	12.1	16.7	8.4
	(3.9)	(3.9)	(4.2)	(6.1)	(4.3)
$38,000 to $50,000	6.9	10.0	9.1	7.8	5.1
	(3.3)	(3.4)	(3.7)	(4.4)	(3.4)
More than $50,000	7.0	12.0	7.1	13.7	7.6
	(3.3)	(3.7)	(3.3)	(5.6)	(4.1)
Number of respondents	184	266	228	114	161
Percentage in households that received:					
Social Security Disability Income	19.0	11.5	20.5	9.3	13.4
	(4.9)	(3.4)	(4.7)	(4.4)	(5.2)
Social Security survivors benefits	8.6	5.1	6.8	10.1	7.4
	(3.5)	(2.3)	(3.0)	(4.6)	(4.0)
Supplemental Security Income	40.4	55.1	53.4	42.5	39.8
	(6.2)	(5.2)	(5.8)	(7.5)	(7.5)
Medicaid or equivalent	37.0	38.0	42.8	36.6	39.6
	(6.1)	(5.1)	(5.8)	(7.3)	(7.5)
Aid to Families with Dependent Children	14.5	10.0	6.6	7.2	22.7
	(4.4)	(3.2)	(2.9)	(3.9)	(6.4)
Public assistance	7.7	6.4	9.0	3.3	13.2
	(3.3)	(2.6)	(3.4)	(2.7)	(5.2)
Food stamps	18.6	15.1	14.9	7.1	32.3
	(4.9)	(3.8)	(4.2)	(3.9)	(7.1)
Other benefits	10.5	9.5	9.4	7.6	14.0
	(3.9)	(3.1)	(3.4)	(4.1)	(5.3)
None of these benefits	35.9	39.0	35.6	43.6	30.1
	(5.9)	(5.0)	(5.4)	(7.4)	(6.9)
Number of respondents	195	285	246	126	164

Source: Parent interviews.

Table 2C: HOUSEHOLD CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Characteristics of Households	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in household with 1986 annual income:									
Less than $12,000	100	0.0	0.0	53.8	27.0	64.2	57.8	33.8	16.2
	(0.0)	(0.0)	(0.0)	(7.6)	(5.0)	(12.8)	(7.5)	(7.0)	(5.8)
$12,000 to $24,999	0.0	100	0.0	27.7	40.7	24.3	36.2	39.6	31.0
	(0.0)	(0.0)	(0.0)	(6.8)	(5.6)	(11.4)	(7.3)	(7.2)	(7.3)
$25,000 to $37,999	0.0	0.0	42.6	9.5	12.2	9.4	3.8	14.5	16.1
	(0.0)	(0.0)	(6.3)	(4.4)	(3.7)	(7.8)	(2.9)	(5.2)	(5.8)
$38,000 to $50,000	0.0	0.0	27.1	4.9	9.3	2.1	1.1	10.1	11.0
	(0.0)	(0.0)	(5.7)	(3.3)	(3.3)	(3.8)	(1.6)	(4.4)	(4.9)
More than $50,000	0.0	0.0	30.3	4.2	10.8	0.0	1.0	2.0	25.6
	(0.0)	(0.0)	(5.9)	(3.0)	(3.5)	(0.0)	(1.5)	(2.0)	(6.9)
Number of respondents	130	160	214	109	342	39	142	179	179
Percentage in households that received:									
Social Security Disability Income	20.2	17.8	7.3	13.0	17.0	17.3	23.0	8.5	15.9
	(6.7)	(5.5)	(3.2)	(4.8)	(4.0)	(9.3)	(6.1)	(4.0)	(5.4)
Social Security survivors benefits	12.4	6.6	3.9	10.3	7.4	3.9	12.5	8.5	1.7
	(5.5)	(3.6)	(2.4)	(4.3)	(2.8)	(4.8)	(4.8)	(4.0)	(1.9)
Supplemental Security Income	57.8	47.2	27.0	48.3	46.0	46.8	54.2	47.5	33.5
	(8.3)	(7.2)	(5.5)	(7.1)	(5.2)	(12.4)	(7.2)	(7.2)	(6.9)
Medicaid or equivalent	51.2	40.6	21.7	41.6	38.5	49.2	48.3	39.4	30.1
	(8.4)	(7.0)	(5.1)	(7.0)	(5.1)	(12.3)	(7.3)	(7.0)	(6.8)
Aid to Families with Dependent Children	28.2	6.5	1.2	14.7	10.3	20.4	18.5	10.8	9.0
	(7.5)	(3.5)	(1.3)	(5.0)	(3.2)	(9.3)	(5.6)	(4.5)	(4.2)
Public assistance	16.3	7.8	0.0	15.5	6.5	16.5	18.6	8.9	1.0
	(6.2)	(3.9)	(0.0)	(5.1)	(2.6)	(9.2)	(5.6)	(4.1)	(1.5)
Food stamps	39.2	9.6	2.0	27.6	15.9	27.3	25.1	21.1	10.5
	(8.2)	(4.2)	(1.7)	(6.4)	(3.9)	(10.9)	(6.3)	(5.9)	(4.5)
Other benefits	9.0	14.0	9.2	11.1	11.0	8.0	7.6	11.2	14.0
	(4.8)	(5.0)	(3.6)	(4.5)	(3.3)	(6.8)	(3.9)	(4.5)	(5.1)
None of these benefits	13.3	27.2	59.6	30.1	37.5	31.9	13.5	39.7	42.8
	(5.7)	(6.4)	(6.1)	(6.3)	(5.0)	(11.2)	(4.9)	(7.0)	(7.3)
Number of respondents	128	157	221	119	363	43	147	186	194

Source: Parent interviews.

Table 3A: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH MULTIPLE HANDICAPS ATTENDED SECONDARY SCHOOL

Community Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who attended school in area that was:												
Urban	36.0	100	0.0	0.0	36.3	35.5	30.2	39.9	37.7	39.1	30.6	24.5
	(3.8)	(0.0)	(0.0)	(0.0)	(4.9)	(6.0)	(7.3)	(7.7)	(5.2)	(4.7)	(8.8)	(9.0)
Suburban	33.4	0.0	100	0.0	31.1	37.9	30.2	29.4	38.5	33.7	33.1	34.2
	(3.7)	(0.0)	(0.0)	(0.0)	(4.7)	(6.1)	(7.3)	(7.2)	(5.2)	(4.6)	(8.9)	(9.9)
Rural	30.6	0.0	0.0	100	32.6	26.6	39.6	30.7	23.9	27.2	36.3	41.3
	(3.7)	(0.0)	(0.0)	(0.0)	(4.8)	(5.5)	(7.7)	(7.3)	(4.6)	(4.3)	(9.1)	(10.3)
Number of respondents	461	215	176	70	291	170	135	127	199	324	73	60
Percentage unemployed in county in which youth attended school	7.9	7.3	6.4	10.9	8.0	7.7	9.1	7.1	7.5	7.7	8.6	7.9
	(0.3)	(0.2)	(0.4)	(1.2)	(0.4)	(0.4)	(0.7)	(0.4)	(0.4)	(0.3)	(1.1)	(0.6)
Number of respondents	744	215	176	70	470	274	195	213	336	497	111	127
Average monthly salary for service occupations in county in which youth attended school	1513	1647	1647	1215	1491	1554	1439	1527	1558	1538	1513	1430
	(20.6)	(22.2)	(33.3)	(27.2)	(25.7)	(33.6)	(44.8)	(41.0)	(24.8)	(26.1)	(48.8)	(43.7)
Number of respondents	744	215	176	70	470	274	195	213	336	497	111	127

Source: Bureau of Labor Statistics.

Table 38: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH MULTIPLE HANDICAPS ATTENDED SECONDARY SCHOOL

Community Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage who attended school in area that was:					
Urban	27.8	46.4	33.3	48.0	34.1
	(5.1)	(5.2)	(6.3)	(8.3)	(7.4)
Suburban	28.5	46.1	30.7	34.9	32.7
	(5.1)	(5.2)	(6.1)	(8.0)	(7.4)
Rural	43.7	7.5	36.0	17.1	33.2
	(5.6)	(2.7)	(6.4)	(6.3)	(7.4)
Number of respondents	241	182	170	78	127
Percentage unemployed in county in which youth attended school	9.2	6.1	7.7	7.4	8.4
	(0.5)	(0.2)	(0.6)	(0.5)	(0.6)
Number of respondents	255	397	273	135	172
Average monthly salary for service occupations in county in which youth attended school	1452	1598	1503	1592	1495
	(34.2)	(24.2)	(34.1)	(46.4)	(41.4)
Number of respondents	255	397	273	135	172

Source: Bureau of Labor Statistics.

Table 3C: CHARACTERISTICS OF COMMUNITIES IN WHICH YOUTH WITH MULTIPLE HANDICAPS ATTENDED SECONDARY SCHOOL

Community Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended school in area that was:									
Urban	42.7	32.0	30.9	60.0	24.8	49.3	45.4	32.8	28.7
	(9.2)	(7.4)	(6.3)	(7.2)	(4.9)	(12.4)	(8.2)	(7.3)	(7.3)
Suburban	19.3	32.0	47.1	30.7	38.8	12.4	17.6	34.5	43.0
	(7.4)	(7.4)	(6.8)	(6.8)	(5.5)	(8.2)	(6.3)	(7.4)	(8.0)
Rural	37.9	36.0	22.0	9.3	36.4	38.3	37.0	32.7	28.3
	(9.0)	(7.6)	(5.6)	(4.3)	(5.4)	(12.1)	(7.9)	(7.3)	(7.3)
Number of respondents	85	101	145	99	249	44	98	125	122
Percentage unemployed in county in which youth attended school	8.3	8.8	6.9	7.2	7.5	11.0	9.6	7.8	6.8
	(0.7)	(0.8)	(0.4)	(0.5)	(0.4)	(1.4)	(0.8)	(0.6)	(0.4)
Number of respondents	130	160	223	142	425	51	151	191	196
Average monthly salary for service occupations in county in which youth attended school	1482	1477	1583	1579	1472	1563	1521	1461	1556
	(48.4)	(42.6)	(37.3)	(38.7)	(26.7)	(74.0)	(44.0)	(40.7)	(43.8)
Number of respondents	130	160	223	142	425	51	151	191	196

Source: Bureau of Labor Statistics.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with an additional disability that was:												
Learning disability	8.1	8.6	9.9	4.3	9.0	6.3	7.7	9.6	7.3	9.1	8.2	5.2
	(1.9)	(2.7)	(3.5)	(4.0)	(2.6)	(2.7)	(3.9)	(3.9)	(2.4)	(2.4)	(4.7)	(4.0)
Emotional disturbance	12.4	12.2	14.6	11.7	13.1	11.0	16.3	11.3	10.2	13.3	10.6	11.6
	(2.3)	(3.1)	(4.1)	(6.3)	(3.0)	(3.4)	(5.5)	(4.1)	(2.8)	(2.9)	(5.3)	(5.7)
Speech impairment	30.2	27.2	32.3	45.1	31.1	28.5	39.4	24.7	27.2	31.5	45.3	15.5
	(3.2)	(4.2)	(5.5)	(9.8)	(4.1)	(5.0)	(7.2)	(5.7)	(4.1)	(3.9)	(8.6)	(6.5)
Mental retardation	55.0	58.6	66.0	63.6	53.1	58.7	54.5	54.4	55.7	60.0	64.0	33.3
	(3.5)	(4.7)	(5.5)	(9.5)	(4.5)	(5.4)	(7.4)	(6.5)	(4.6)	(4.1)	(8.3)	(8.4)
Visual impairment	11.3	7.7	13.1	13.1	12.4	9.1	15.5	8.8	9.8	8.7	23.2	11.4
	(2.2)	(2.5)	(3.9)	(6.6)	(2.9)	(3.2)	(5.4)	(3.7)	(2.8)	(2.4)	(7.3)	(5.7)
Hard of hearing	2.7	2.6	2.7	3.8	3.5	1.1	3.6	3.3	1.5	3.7	1.5	0.4
	(1.1)	(1.5)	(1.9)	(3.8)	(1.6)	(1.1)	(2.8)	(2.3)	(1.1)	(1.6)	(2.1)	(1.2)
Deafness	2.3	1.0	3.5	0.0	2.3	2.3	1.4	1.6	3.4	1.9	4.4	2.0
	(1.0)	(1.0)	(2.2)	(0.0)	(1.3)	(1.7)	(1.7)	(1.6)	(1.7)	(1.2)	(3.5)	(2.5)
Orthopedic impairment	36.5	36.7	39.9	46.4	35.5	38.5	36.1	34.3	38.4	33.9	49.9	36.8
	(3.4)	(4.6)	(5.7)	(9.8)	(4.3)	(5.4)	(7.1)	(6.2)	(4.5)	(4.0)	(8.6)	(8.6)
Other health impairment	21.4	18.9	20.6	24.6	19.5	25.0	22.1	24.6	18.7	24.8	20.6	12.3
	(2.9)	(3.7)	(4.7)	(8.5)	(3.5)	(4.8)	(6.1)	(5.6)	(3.6)	(3.6)	(7.0)	(5.9)
Number of respondents	744	215	176	70	470	274	195	213	336	497	111	127
Percentage with parents who said youth began having trouble with disability at:												
Birth	59.1	51.5	60.5	50.5	57.4	62.4	60.0	54.6	61.6	60.6	44.5	65.3
	(3.9)	(5.2)	(6.6)	(10.5)	(5.0)	(6.0)	(8.0)	(7.4)	(5.1)	(4.6)	(9.7)	(9.8)
Under 3 years of age	12.4	12.3	16.0	4.6	13.2	10.8	10.3	12.4	14.1	10.6	11.7	19.4
	(2.6)	(3.4)	(4.9)	(4.5)	(3.4)	(3.8)	(4.9)	(4.9)	(3.7)	(2.9)	(6.3)	(8.1)
3 to 5 years of age	10.8	16.1	10.6	6.8	11.3	9.9	6.7	16.1	10.4	10.8	13.1	9.0
	(2.4)	(3.8)	(4.1)	(5.4)	(3.2)	(3.7)	(4.1)	(5.4)	(3.2)	(2.9)	(6.6)	(5.9)
6 to 12 years of age	15.6	16.6	12.1	26.0	15.2	16.3	23.0	15.2	10.0	16.8	22.7	5.5
	(2.8)	(3.9)	(4.4)	(9.5)	(3.6)	(4.6)	(6.8)	(5.3)	(3.2)	(3.5)	(8.2)	(4.7)
More than 12 years of age	2.1	3.5	0.7	2.1	2.9	0.6	0.0	1.8	4.0	1.2	7.9	0.8
	(1.1)	(1.9)	(1.2)	(3.1)	(1.7)	(1.0)	(0.0)	(2.0)	(2.1)	(1.0)	(5.3)	(1.8)
Number of respondents	588	178	140	60	373	215	160	170	258	405	88	95

Source: Parent interviews and students' school records

Table 4B: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS

Characteristics of Youth	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage with an additional disability that was:					
Learning disability	11.0	7.3	4.3	7.8	15.9
	(3.4)	(2.3)	(2.3)	(4.0)	(5.5)
Emotional disturbance	13.2	17.8	6.5	7.8	20.8
	(3.7)	(3.4)	(2.8)	(4.0)	(6.1)
Speech impairment	34.5	37.2	31.5	30.4	25.3
	(5.2)	(4.3)	(5.2)	(6.8)	(6.5)
Mental retardation	58.0	77.0	58.1	67.9	49.6
	(5.4)	(3.8)	(5.5)	(6.9)	(7.5)
Visual impairment	10.6	18.0	11.3	21.6	6.6
	(3.4)	(3.5)	(3.6)	(6.1)	(3.7)
Hard of hearing	3.2	3.4	0.5	4.0	6.1
	(1.9)	(1.6)	(0.8)	(2.9)	(3.6)
Deafness	1.3	4.8	2.0	7.2	1.0
	(1.2)	(1.9)	(1.6)	(3.8)	(1.5)
Orthopedic impairment	39.7	38.3	53.3	31.0	16.3
	(5.4)	(4.4)	(5.6)	(6.9)	(5.5)
Other health impairment	22.7	24.4	27.3	19.5	21.1
	(4.6)	(3.9)	(5.0)	(5.9)	(6.1)
Number of respondents	255	397	273	135	172
Percentage with parents who said youth began having trouble with disability at:					
Birth	54.3	59.4	73.4	56.5	35.2
	(6.3)	(5.0)	(5.1)	(7.6)	(7.4)
Under 3 years of age	10.8	11.4	8.1	17.5	14.4
	(3.9)	(3.2)	(3.2)	(5.8)	(5.5)
3 to 5 years of age	11.0	14.2	6.8	11.7	18.0
	(3.9)	(3.5)	(2.9)	(4.9)	(6.0)
6 to 12 years of age	23.7	11.6	8.3	14.2	30.7
	(5.3)	(3.2)	(3.2)	(5.4)	(7.2)
More than 12 years of age	0.3	3.4	3.3	0.0	1.7
	(0.6)	(1.8)	(2.1)	(0.0)	(2.0)
Number of respondents	196	306	259	124	160

Source: Parent interviews and students' school records

Table 4C: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with an additional disability that was:									
Learning disability	3.3	10.8	12.3	6.3	9.2	5.6	5.4	6.3	16.1
	(3.0)	(4.4)	(4.1)	(3.2)	(2.8)	(5.3)	(3.3)	(3.5)	(5.4)
Emotional disturbance	14.6	9.9	9.6	10.4	10.4	18.2	12.3	11.9	13.2
	(5.9)	(4.3)	(3.6)	(4.0)	(3.0)	(8.9)	(4.7)	(4.6)	(5.0)
Speech impairment	25.0	31.1	34.2	22.6	31.2	27.8	29.7	21.6	38.6
	(7.2)	(6.6)	(5.9)	(5.5)	(4.5)	(10.3)	(6.6)	(5.9)	(7.2)
Mental retardation	47.5	59.4	65.1	53.0	55.6	52.0	54.8	55.0	58.1
	(8.4)	(7.0)	(5.9)	(6.5)	(4.9)	(11.5)	(7.2)	(7.1)	(7.3)
Visual impairment	7.3	11.6	14.5	12.1	10.7	8.8	10.2	8.7	14.9
	(4.4)	(4.6)	(4.4)	(4.3)	(3.0)	(6.5)	(4.4)	(4.0)	(5.2)
Hard of hearing	0.4	5.0	3.7	2.0	2.9	1.3	0.9	5.2	3.4
	(1.1)	(3.1)	(2.4)	(1.9)	(1.7)	(2.6)	(1.3)	(3.2)	(2.7)
Deafness	0.8	3.5	1.7	2.6	2.2	3.4	3.1	1.1	3.6
	(1.5)	(2.6)	(1.6)	(2.1)	(1.4)	(4.2)	(2.5)	(1.5)	(2.7)
Orthopedic impairment	27.3	40.8	42.2	26.3	43.4	20.6	33.8	35.4	39.4
	(7.5)	(7.0)	(6.1)	(5.8)	(4.9)	(9.3)	(6.8)	(6.8)	(7.2)
Other health impairment	22.7	24.8	23.4	15.1	26.9	19.3	24.4	20.5	25.4
	(7.0)	(6.2)	(5.3)	(4.7)	(4.3)	(9.1)	(6.2)	(5.8)	(6.4)
Number of respondents	130	160	223	142	425	51	151	191	196
Percentage with parents who said youth began having trouble with disability at:									
Birth	52.8	48.3	65.7	58.1	61.5	45.8	51.9	48.1	68.0
	(8.4)	(7.5)	(6.0)	(6.7)	(5.0)	(11.9)	(7.4)	(7.3)	(7.1)
Under 3 years of age	16.2	9.9	11.2	9.2	13.1	14.8	13.1	14.1	10.4
	(6.2)	(4.5)	(4.0)	(3.9)	(3.4)	(8.5)	(5.0)	(5.1)	(4.6)
3 to 5 years of age	12.4	10.8	12.7	13.5	9.8	10.5	13.8	12.1	10.3
	(5.5)	(4.6)	(4.2)	(4.7)	(3.0)	(7.3)	(5.1)	(4.8)	(4.6)
6 to 12 years of age	14.4	29.0	9.3	19.3	13.5	22.7	16.4	24.1	10.5
	(5.9)	(6.8)	(3.7)	(5.4)	(3.5)	(10.0)	(5.5)	(6.3)	(4.7)
More than 12 years of age	4.2	2.0	1.0	0.0	2.0	6.3	4.8	1.7	0.8
	(3.4)	(2.1)	(1.3)	(0.0)	(1.4)	(5.8)	(3.2)	(1.9)	(1.3)
Number of respondents	127	147	212	131	392	47	141	181	186

Source: Parent interviews and students' school records.

Table 4A: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Characteristics of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with parents who said youth began receiving special services for disability at:												
Birth	13.3	15.0	13.2	15.1	13.4	13.2	12.4	14.6	13.1	14.2	5.5	16.0
	(2.7)	(3.8)	(4.7)	(7.9)	(3.5)	(4.2)	(5.5)	(5.3)	(3.6)	(3.3)	(4.4)	(7.8)
Under 3 years of age	17.1	13.2	19.4	16.7	19.0	13.2	22.7	18.1	12.2	18.6	10.7	16.5
	(3.0)	(3.6)	(5.5)	(8.3)	(4.0)	(4.2)	(7.0)	(5.8)	(3.5)	(3.7)	(5.9)	(7.9)
3 to 5 years of age	31.6	27.6	37.4	23.8	32.3	30.2	27.7	29.1	36.2	32.1	24.5	35.3
	(3.7)	(4.7)	(6.7)	(9.4)	(4.8)	(5.7)	(7.5)	(6.8)	(5.1)	(4.4)	(8.3)	(10.1)
6 to 12 years of age	31.8	33.6	28.8	35.8	29.9	35.7	31.6	34.2	30.2	28.7	49.9	29.2
	(3.7)	(5.0)	(6.3)	(10.6)	(4.7)	(5.9)	(7.8)	(7.1)	(4.9)	(4.3)	(9.6)	(9.6)
More than 12 years of age	6.2	10.6	1.2	8.5	5.5	7.7	5.5	3.9	8.3	6.4	9.4	3.0
	(1.9)	(3.2)	(1.5)	(6.2)	(2.3)	(3.3)	(3.8)	(2.9)	(3.0)	(2.3)	(5.6)	(3.6)
Number of respondents	572	173	134	58	364	208	152	169	251	396	85	91
Percentage with IQ of:												
33 or lower	30.2	25.6	36.7	21.6	29.2	32.4	30.9	17.5	37.8	24.4	48.8	36.7
	(4.2)	(6.1)	(6.8)	(10.6)	(5.3)	(7.1)	(9.0)	(5.7)	(6.4)	(4.7)	(11.1)	(13.3)
34 to 50	20.5	25.7	13.6	26.1	19.9	21.8	21.9	23.0	17.9	23.6	17.0	5.5
	(3.7)	(6.1)	(4.8)	(11.3)	(4.6)	(6.2)	(8.0)	(6.4)	(5.0)	(4.7)	(8.3)	(6.3)
51 to 70	25.6	23.0	28.1	24.9	23.9	29.1	22.6	34.8	22.1	27.9	11.7	34.6
	(4.0)	(5.8)	(6.3)	(11.1)	(4.9)	(6.9)	(8.1)	(7.2)	(5.4)	(5.0)	(7.1)	(13.1)
71 to 90	18.4	23.8	14.3	22.9	22.8	9.1	20.1	21.4	15.0	19.3	13.0	21.1
	(3.6)	(5.9)	(4.9)	(10.8)	(4.9)	(4.3)	(7.8)	(6.2)	(4.7)	(4.4)	(7.4)	(11.2)
91 to 110	3.9	1.9	6.0	0.9	2.5	6.9	3.7	3.3	4.4	4.0	4.7	2.2
	(1.8)	(1.9)	(3.4)	(2.5)	(1.8)	(3.8)	(3.7)	(2.7)	(2.7)	(2.2)	(4.7)	(4.0)
Higher than 110	1.4	0.0	1.2	3.6	1.7	0.7	0.8	0.0	2.7	0.7	4.7	0.0
	(1.1)	(0.0)	(1.6)	(4.8)	(1.5)	(1.3)	(1.8)	(0.0)	(2.1)	(0.9)	(4.7)	(0.0)
Number of respondents	396	103	121	42	255	141	103	122	171	278	69	45
Average IQ	49.8	49.8	48.0	54.1	50.6	48.1	48.8	55.1	47.1	51.8	42.7	48.2
	(2.4)	(3.2)	(4.1)	(6.4)	(3.1)	(3.7)	(4.9)	(3.3)	(3.8)	(2.6)	(7.1)	(8.1)
Number of respondents	396	103	121	42	255	141	103	122	171	278	69	45

Source: Parent interviews and students' school records.

Table 48: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Characteristics of Youth	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage with parents who said youth began receiving special services for disability at:					
Birth	13.1	12.8	20.2	10.5	5.6
	(4.3)	(3.5)	(4.8)	(4.7)	(3.6)
Under 3 years of age	17.3	15.0	18.2	22.6	14.2
	(4.8)	(3.7)	(4.6)	(6.5)	(5.4)
3 to 5 years of age	26.8	33.4	31.6	28.9	29.4
	(5.6)	(4.9)	(5.5)	(7.0)	(7.1)
6 to 12 years of age	38.0	31.1	24.0	32.5	42.4
	(6.1)	(4.8)	(5.1)	(7.2)	(7.7)
More than 12 years of age	4.7	7.7	5.9	5.6	8.3
	(2.7)	(2.8)	(2.8)	(3.6)	(4.3)
Number of respondents	193	295	247	122	159
Percentage with IQ of:					
33 or lower	20.9	42.6	59.2	14.9	9.4
	(5.5)	(5.8)	(8.9)	(7.0)	(4.9)
34 to 50	22.8	17.6	24.5	27.8	15.2
	(5.7)	(4.5)	(7.8)	(8.8)	(6.0)
51 to 70	24.5	27.1	11.0	32.7	36.5
	(5.8)	(5.2)	(5.7)	(9.2)	(8.1)
71 to 90	25.0	9.4	4.4	19.6	30.4
	(5.9)	(3.4)	(3.7)	(7.8)	(7.7)
91 to 110	4.5	3.1	0.9	3.2	5.7
	(2.8)	(2.0)	(1.7)	(3.5)	(3.9)
Higher than 110	2.3	0.2	0.1	1.9	2.8
	(2.0)	(0.5)	(0.5)	(2.7)	(2.8)
Number of respondents	162	234	108	82	116
Average IQ	55.6	42.0	31.5	55.8	64.3
	(3.4)	(3.0)	(4.1)	(4.0)	(3.5)
Number of respondents	162	234	108	82	116

Source: Parent interviews and students' school records.

Table 4C: DISABILITY-RELATED CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Characteristics of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with parents who said youth began receiving special services for disability at:									
Birth	12.1	13.9	12.4	17.8	13.5	8.7	13.1	10.6	17.3
	(5.5)	(5.2)	(4.2)	(5.3)	(3.5)	(6.9)	(5.1)	(4.6)	(5.8)
Under 3 years of age	24.9	11.2	18.5	15.1	20.8	3.3	11.7	18.2	25.0
	(7.3)	(4.8)	(5.0)	(5.0)	(4.2)	(4.4)	(4.8)	(5.7)	(6.6)
3 to 5 years of age	25.4	25.9	41.5	25.3	33.5	34.9	29.6	29.7	29.5
	(7.4)	(6.6)	(6.3)	(6.0)	(4.9)	(11.6)	(6.8)	(6.8)	(7.0)
6 to 12 years of age	24.4	46.8	25.1	36.6	29.8	26.6	29.2	39.1	26.5
	(7.3)	(7.5)	(5.5)	(6.7)	(4.7)	(10.8)	(6.8)	(7.2)	(6.7)
More than 12 years of age	13.3	2.2	2.6	5.3	2.4	26.4	16.4	2.4	1.7
	(5.8)	(2.2)	(2.0)	(3.1)	(1.6)	(10.8)	(5.5)	(2.3)	(2.0)
Number of respondents	124	144	211	127	383	45	138	178	184
Percentage with IQ of:									
33 or lower	27.7	24.7	26.0	43.0	28.0	15.1	32.0	23.3	21.2
	(10.4)	(8.1)	(7.7)	(8.7)	(5.7)	(15.2)	(10.4)	(7.7)	(7.1)
34 to 50	13.6	28.0	17.7	14.7	20.2	37.2	21.8	23.2	16.9
	(8.0)	(8.5)	(6.7)	(6.3)	(5.1)	(20.5)	(9.2)	(7.7)	(6.5)
51 to 70	35.1	21.1	34.0	21.2	27.9	23.2	23.1	35.0	24.4
	(11.1)	(7.7)	(8.3)	(7.2)	(5.6)	(17.9)	(9.4)	(8.7)	(7.5)
71 to 90	22.4	17.0	17.9	15.9	17.9	24.5	21.0	16.2	24.4
	(9.7)	(7.1)	(6.7)	(6.5)	(4.8)	(18.3)	(9.0)	(6.7)	(7.5)
91 to 110	1.2	5.5	4.3	4.9	3.6	0.0	2.0	1.5	8.4
	(2.6)	(4.3)	(3.6)	(3.8)	(2.3)	(0.0)	(3.1)	(2.2)	(4.8)
Higher than 110	0.0	3.7	0.1	0.2	2.3	0.0	0.0	0.8	4.7
	(0.0)	(3.6)	(0.6)	(0.9)	(1.9)	(0.0)	(0.0)	(1.7)	(3.7)
Number of respondents	61	90	123	78	221	19	77	100	111
Average IQ	51.7	53.0	52.6	44.5	51.5	50.9	48.2	52.1	59.2
	(5.3)	(5.0)	(4.2)	(4.8)	(3.4)	(7.6)	(5.3)	(3.8)	(5.1)
Number of respondents	61	90	123	78	221	19	77	100	111

Source: Parent interviews and students' school records

Table 5A: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH MULTIPLE HANDICAPS

Reported Self-Care Skills of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to dress themselves completely:												
Very well	45.6	45.6	45.8	46.4	47.7	41.5	51.0	50.4	38.1	45.7	39.6	51.5
	(4.0)	(5.2)	(6.8)	(10.6)	(5.1)	(6.1)	(8.2)	(7.5)	(5.2)	(4.6)	(9.8)	(12.3)
Pretty well	14.6	13.9	17.8	6.4	14.5	14.9	10.3	13.2	19.0	14.8	9.7	19.1
	(2.8)	(3.6)	(5.2)	(5.2)	(3.6)	(4.4)	(5.0)	(5.1)	(4.2)	(3.3)	(5.9)	(9.6)
Not very well	10.4	18.1	8.7	4.7	10.0	11.1	9.6	9.4	11.7	10.8	12.3	6.1
	(2.8)	(4.0)	(3.8)	(4.5)	(3.1)	(3.9)	(4.8)	(4.4)	(3.4)	(2.9)	(6.5)	(5.9)
Not at all well	29.4	22.4	27.7	42.5	27.8	32.5	29.2	27.0	31.3	28.7	38.4	23.4
	(3.6)	(4.3)	(6.1)	(10.5)	(4.6)	(5.8)	(7.5)	(6.6)	(5.0)	(4.2)	(9.7)	(10.4)
Number of respondents	580	179	135	61	364	216	159	169	252	426	82	72
Percentage able to feed themselves:												
Very well	59.2	65.2	63.1	43.5	61.7	54.1	61.0	62.2	55.6	59.3	48.1	70.3
	(3.9)	(5.0)	(6.5)	(10.6)	(5.0)	(6.1)	(8.1)	(7.3)	(5.3)	(4.5)	(10.0)	(11.2)
Pretty well	15.4	11.0	20.2	16.0	14.4	17.2	12.8	13.1	18.9	16.4	11.4	14.4
	(2.9)	(3.3)	(5.4)	(7.8)	(3.6)	(4.7)	(5.5)	(5.1)	(4.2)	(3.4)	(6.3)	(8.6)
Not very well	12.4	13.1	7.7	14.4	11.7	13.9	12.6	7.0	16.0	11.2	24.1	5.5
	(2.6)	(3.5)	(3.6)	(7.5)	(3.3)	(4.3)	(5.5)	(3.8)	(3.9)	(2.9)	(8.5)	(5.6)
Not at all well	13.1	10.8	9.1	26.1	12.2	14.8	13.6	17.7	9.5	13.0	16.4	9.8
	(2.7)	(3.2)	(3.9)	(9.4)	(3.3)	(4.4)	(5.7)	(5.7)	(3.1)	(3.1)	(7.4)	(7.3)
Number of respondents	579	178	135	61	364	215	158	169	252	425	82	72
Percentage able to get places outside the home:												
Very well	37.2	36.5	38.2	40.3	42.1	27.6	42.5	41.9	29.9	37.0	30.9	45.1
	(3.9)	(5.0)	(6.6)	(10.5)	(5.1)	(5.5)	(8.2)	(7.4)	(4.9)	(4.5)	(9.2)	(12.2)
Pretty well	8.0	8.7	13.7	3.6	8.5	6.9	5.4	12.3	7.0	8.2	9.8	5.1
	(2.2)	(2.9)	(4.7)	(4.0)	(2.9)	(3.1)	(3.8)	(5.0)	(2.7)	(2.5)	(5.9)	(5.4)
Not very well	8.8	15.4	7.0	4.4	8.1	10.3	8.0	7.3	10.6	8.5	12.7	6.3
	(2.3)	(3.8)	(3.5)	(4.4)	(2.8)	(3.7)	(4.5)	(3.9)	(3.3)	(2.6)	(6.6)	(6.0)
Not at all well	45.9	39.5	41.1	51.6	41.2	55.2	44.0	38.6	52.5	46.3	46.7	43.5
	(4.0)	(5.1)	(6.7)	(10.6)	(5.1)	(6.1)	(8.2)	(7.3)	(5.4)	(4.6)	(9.9)	(12.2)
Number of respondents	575	177	133	61	360	215	157	167	251	421	82	72
Average self-care skills scale score *												
Low (3-8)	49.1	43.6	45.2	54.6	45.0	57.1	44.5	42.4	57.4	48.5	58.1	42.5
	(4.0)	(5.2)	(6.8)	(10.6)	(5.1)	(6.1)	(8.3)	(7.4)	(5.3)	(4.6)	(9.8)	(12.1)
Medium (9-11)	16.4	23.0	18.9	9.2	16.3	16.5	15.0	17.9	16.4	16.3	15.0	18.4
	(3.0)	(4.4)	(5.4)	(6.2)	(3.8)	(4.6)	(5.9)	(5.8)	(4.0)	(3.4)	(7.1)	(9.5)
High (12)	34.5	33.3	36.0	36.3	38.7	26.4	40.5	39.7	26.3	35.2	26.9	39.2
	(3.8)	(4.9)	(6.6)	(10.2)	(5.0)	(5.4)	(8.2)	(7.4)	(4.7)	(4.4)	(8.8)	(12.0)
Number of respondents	574	176	133	61	360	214	156	167	251	420	82	72

* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews

Table 5B: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH MULTIPLE HANDICAPS

Reported Self-Care Skills of Youth	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage able to dress themselves completely:					
Very well	53.2	38.6	2.7	60.4	100
	(6.2)	(5.0)	(1.9)	(7.3)	(0.0)
Pretty well	13.6	15.8	18.7	34.1	0.0
	(4.2)	(3.7)	(4.4)	(7.0)	(0.0)
Not very well	6.6	15.4	18.5	5.5	0.0
	(3.1)	(3.7)	(4.4)	(3.4)	(0.0)
Not at all well	26.7	30.2	60.1	0.0	0.0
	(5.5)	(4.7)	(5.6)	(0.0)	(0.0)
Number of respondents	205	306	267	135	172
Percentage able to feed themselves:					
Very well	60.1	59.9	20.0	89.5	100
	(6.0)	(5.0)	(4.6)	(4.6)	(0.0)
Pretty well	14.9	17.0	28.0	10.5	0.0
	(4.4)	(3.9)	(5.1)	(4.6)	(0.0)
Not very well	11.1	13.9	25.1	0.0	0.0
	(3.9)	(3.6)	(4.9)	(0.0)	(0.0)
Not at all well	13.9	9.2	26.9	0.0	0.0
	(4.3)	(3.0)	(5.0)	(0.0)	(0.0)
Number of respondents	205	305	267	135	172
Percentage able to get places outside the home:					
Very well	45.4	28.1	1.2	13.3	100
	(6.2)	(4.6)	(1.2)	(5.0)	(0.0)
Pretty well	9.0	8.0	1.9	43.3	0.0
	(3.5)	(2.8)	(1.5)	(7.3)	(0.0)
Not very well	6.4	14.7	10.1	23.8	0.0
	(3.0)	(3.7)	(3.4)	(6.3)	(0.0)
Not at all well	39.2	49.1	86.9	19.6	0.0
	(6.1)	(5.2)	(3.8)	(5.9)	(0.0)
Number of respondents	203	303	267	135	172
Average self-care skills scale score:*					
Low (3-8)	41.6	53.0	100	0.0	0.0
	(6.1)	(5.2)	(0.0)	(0.0)	(0.0)
Medium (9-11)	16.6	21.4	0.0	100	0.0
	(4.6)	(4.2)	(0.0)	(0.0)	(0.0)
High (12)	41.8	25.6	0.0	0.0	100
	(6.1)	(4.5)	(0.0)	(0.0)	(0.0)
Number of respondents	203	302	267	135	172

* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 5C: PARENT REPORTS OF SELF-CARE SKILLS OF YOUTH WITH MULTIPLE HANDICAPS

Reported Self-Care Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to dress themselves completely:									
Very well	47.8	53.5	41.2	53.0	41.7	54.6	40.1	55.0	46.7
	(8.4)	(7.1)	(6.1)	(6.8)	(5.1)	(12.0)	(7.1)	(7.1)	(7.3)
Pretty well	11.3	14.0	21.4	9.7	16.2	13.6	14.8	13.4	19.8
	(5.3)	(5.0)	(5.1)	(4.1)	(3.8)	(8.2)	(5.1)	(4.9)	(5.9)
Not very well	11.7	9.5	8.3	11.0	7.8	20.1	12.8	11.0	4.1
	(5.4)	(4.2)	(3.4)	(4.3)	(2.8)	(9.6)	(4.8)	(4.5)	(2.9)
Not at all well	29.1	23.0	29.1	26.2	34.2	11.7	32.2	20.7	29.4
	(7.6)	(6.0)	(5.7)	(6.0)	(4.9)	(7.7)	(6.8)	(5.8)	(6.7)
Number of respondents	130	160	222	129	387	47	151	190	196
Percentage able to feed themselves:									
Very well	59.4	66.0	59.5	70.4	55.1	61.1	50.2	67.7	64.2
	(8.2)	(6.8)	(6.1)	(6.3)	(5.2)	(11.7)	(7.2)	(6.7)	(7.1)
Pretty well	10.7	15.2	16.3	10.0	16.4	17.5	16.3	14.0	15.5
	(5.2)	(5.1)	(4.6)	(4.1)	(3.8)	(9.1)	(5.3)	(5.0)	(5.3)
Not very well	14.8	10.8	12.3	7.6	13.2	17.5	20.0	7.2	9.4
	(6.0)	(4.5)	(4.1)	(3.7)	(3.5)	(9.1)	(5.8)	(3.7)	(4.3)
Not at all well	15.0	8.0	11.9	12.0	15.3	3.9	13.5	11.2	11.0
	(6.0)	(3.9)	(4.1)	(4.5)	(3.7)	(4.6)	(5.0)	(4.5)	(4.6)
Number of respondents	130	160	221	128	387	47	151	189	196
Percentage able to get places outside the home:									
Very well	40.8	45.4	32.1	36.7	37.0	41.0	31.2	45.4	41.3
	(8.2)	(7.2)	(5.9)	(6.6)	(5.1)	(11.8)	(6.7)	(7.2)	(7.3)
Pretty well	6.1	6.0	12.5	5.4	8.6	8.3	9.6	7.8	6.0
	(4.0)	(3.4)	(4.2)	(3.1)	(2.9)	(6.6)	(4.3)	(3.9)	(3.5)
Not very well	9.0	9.3	10.6	10.0	6.4	16.3	7.6	7.7	10.9
	(4.8)	(4.2)	(3.9)	(4.1)	(2.6)	(8.9)	(3.8)	(3.9)	(4.6)
Not at all well	44.1	39.3	44.8	47.9	48.0	34.4	51.5	39.1	41.8
	(8.3)	(7.0)	(6.2)	(6.9)	(5.2)	(11.4)	(7.2)	(7.0)	(7.3)
Number of respondents	130	159	219	128	383	47	151	189	193
Average self-care skills scale score:*									
Low (3-8)	49.5	42.3	48.6	47.2	51.5	41.5	57.1	40.0	45.0
	(8.4)	(7.1)	(6.3)	(6.9)	(5.2)	(11.8)	(7.2)	(7.1)	(7.4)
Medium (9-11)	10.9	15.1	22.3	17.1	15.0	17.5	14.8	15.9	18.6
	(5.2)	(5.1)	(5.2)	(5.2)	(3.7)	(9.1)	(5.1)	(5.3)	(5.8)
High (12)	39.7	42.7	29.2	35.6	33.5	41.0	28.2	44.1	36.3
	(8.2)	(7.1)	(5.7)	(6.6)	(4.9)	(11.8)	(6.5)	(7.2)	(7.1)
Number of respondents	130	159	218	127	383	47	151	188	193

* The self-care skills scale is formed by summing responses of the items related to dressing, feeding, and getting around. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 3 to 12.

Source: Parent interviews.

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH MULTIPLE HANDICAPS

Reported Functional Skills of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to look up phone numbers and use the phone:												
Very well	15.1	12.4	24.8	10.4	14.0	17.3	11.4	14.2	18.7	12.3	20.9	23.5
	(2.9)	(3.4)	(6.0)	(6.5)	(3.6)	(4.7)	(5.2)	(5.3)	(4.2)	(3.0)	(8.1)	(10.5)
Pretty well	10.8	8.3	13.9	11.4	12.6	7.5	9.6	16.0	8.1	12.5	1.4	12.9
	(2.5)	(2.9)	(4.8)	(6.8)	(3.4)	(3.2)	(4.9)	(5.6)	(2.9)	(3.1)	(2.3)	(8.3)
Not very well	16.7	20.8	13.8	14.4	16.2	17.8	23.0	15.5	12.7	16.1	13.1	24.2
	(3.0)	(4.2)	(4.8)	(7.5)	(3.8)	(4.7)	(6.9)	(5.5)	(3.6)	(3.4)	(6.7)	(10.6)
Not at all well	57.3	58.5	47.5	63.8	57.3	57.4	56.0	54.3	60.5	59.2	64.7	39.4
	(4.0)	(5.1)	(6.9)	(10.2)	(5.1)	(6.1)	(8.2)	(7.6)	(5.3)	(4.6)	(9.5)	(12.1)
Number of respondents	573	179	131	61	358	215	158	166	249	420	82	71
Percentage able to tell time on a clock with hands:												
Very well	24.1	17.3	36.6	24.6	27.3	17.7	16.7	31.3	24.7	22.4	28.3	27.9
	(3.4)	(3.9)	(6.6)	(9.2)	(4.6)	(4.7)	(6.2)	(7.0)	(4.7)	(3.9)	(9.0)	(11.1)
Pretty well	15.7	13.1	15.4	18.5	15.8	15.4	18.3	15.9	13.5	15.7	9.7	22.4
	(2.9)	(3.5)	(5.0)	(8.3)	(3.7)	(4.5)	(6.4)	(5.5)	(3.7)	(3.4)	(5.9)	(10.3)
Not very well	12.0	20.4	8.9	7.2	12.2	11.5	11.0	14.2	11.2	13.9	10.4	3.8
	(2.6)	(4.2)	(3.9)	(5.5)	(3.4)	(4.0)	(5.2)	(5.3)	(3.4)	(3.2)	(6.1)	(4.7)
Not at all well	48.3	49.2	39.1	49.7	44.7	55.4	54.0	38.6	50.6	48.0	51.6	45.9
	(4.0)	(5.2)	(6.7)	(10.7)	(5.1)	(6.2)	(8.2)	(7.4)	(5.4)	(4.6)	(10.0)	(12.4)
Number of respondents	572	179	132	61	360	212	158	166	248	421	81	70
Percentage able to read/understand common signs:												
Very well	36.1	30.5	43.1	32.0	37.6	33.3	37.3	37.9	33.9	32.5	36.5	54.1
	(3.9)	(4.8)	(6.8)	(9.9)	(5.0)	(5.8)	(8.0)	(7.3)	(5.2)	(4.4)	(9.6)	(12.3)
Pretty well	19.8	20.4	21.8	24.5	21.3	16.7	15.2	26.0	18.9	23.2	13.5	9.4
	(3.2)	(4.2)	(5.6)	(9.2)	(4.2)	(4.6)	(5.9)	(6.6)	(4.3)	(3.9)	(6.8)	(7.2)
Not very well	11.0	16.6	6.1	7.1	9.9	13.1	8.6	13.2	11.4	12.1	8.4	8.6
	(2.5)	(3.9)	(3.3)	(5.5)	(3.1)	(4.2)	(4.6)	(5.1)	(3.5)	(3.0)	(5.5)	(6.9)
Not at all well	33.1	32.5	29.0	36.5	31.2	36.8	38.8	22.9	35.8	32.2	41.6	28.0
	(3.8)	(4.9)	(6.2)	(10.3)	(4.8)	(6.0)	(8.0)	(6.3)	(5.2)	(4.3)	(9.8)	(11.1)
Number of respondents	573	177	133	61	359	214	159	168	246	420	82	71

Source: Parent interviews

Table 68: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH MULTIPLE HANDICAPS

Reported Functional Skills of Youth	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage able to look up phone numbers and use the phone:					
Very well	19.4	11.1	3.9	16.6	30.8
	(4.9)	(3.2)	(2.2)	(5.6)	(7.0)
Pretty well	13.3	10.0	2.5	14.7	21.1
	(4.2)	(3.1)	(1.8)	(5.3)	(6.2)
Not very well	17.2	12.4	8.8	22.9	25.4
	(4.7)	(3.4)	(3.2)	(6.3)	(6.6)
Not at all well	50.1	66.5	84.8	45.8	22.7
	(6.2)	(4.8)	(4.0)	(7.5)	(6.4)
Number of respondents	201	304	272	133	168
Percentage able to tell time on a clock with hands:					
Very well	29.3	20.0	10.0	21.3	46.0
	(5.6)	(4.1)	(3.4)	(6.1)	(7.6)
Pretty well	18.3	10.7	9.9	27.5	18.4
	(4.8)	(3.2)	(3.4)	(6.6)	(5.9)
Not very well	11.6	14.4	8.3	20.4	13.3
	(4.0)	(3.6)	(3.1)	(6.0)	(5.2)
Not at all well	40.8	54.8	71.8	30.8	22.3
	(6.1)	(5.1)	(5.1)	(6.9)	(6.3)
Number of respondents	203	302	271	134	167
Percentage able to read/understand common signs:					
Very well	38.5	30.3	18.8	42.3	58.1
	(6.1)	(4.7)	(4.4)	(7.3)	(7.5)
Pretty well	25.1	16.6	13.5	31.0	23.4
	(5.4)	(3.8)	(3.9)	(6.9)	(6.4)
Not very well	10.2	13.2	12.1	13.1	8.4
	(3.8)	(3.5)	(3.7)	(5.0)	(4.2)
Not at all well	26.2	39.9	55.5	13.6	10.1
	(5.5)	(5.0)	(5.7)	(5.1)	(4.6)
Number of respondents	201	306	269	135	169

Source: Parent interviews

Table 6C: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH MULTIPLE HANDICAPS

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to look up phone numbers and use the phone:									
Very well	10.3	25.0	12.0	15.3	16.4	9.5	8.8	20.5	19.7
	(5.1)	(6.2)	(4.1)	(5.0)	(3.9)	(7.0)	(4.1)	(5.8)	(5.9)
Pretty well	10.1	9.5	16.6	11.6	10.2	13.5	11.3	10.9	12.2
	(5.0)	(4.2)	(4.7)	(4.4)	(3.2)	(8.2)	(4.6)	(4.5)	(4.8)
Not very well	19.4	21.5	13.2	10.0	18.1	17.2	16.5	18.1	18.3
	(6.6)	(5.9)	(4.2)	(4.1)	(4.0)	(9.1)	(5.4)	(5.6)	(5.7)
Not at all well	60.2	44.0	58.1	63.1	55.4	59.7	63.4	50.4	49.8
	(8.2)	(7.1)	(6.2)	(6.7)	(5.2)	(11.8)	(7.0)	(7.2)	(7.4)
Number of respondents	129	160	220	127	383	47	151	188	195
Percentage able to tell time on a clock with hands:									
Very well	25.2	26.9	24.2	20.5	28.1	13.1	18.0	30.4	29.2
	(7.3)	(6.3)	(5.4)	(5.6)	(4.7)	(8.2)	(5.6)	(6.6)	(6.7)
Pretty well	16.4	15.6	20.0	10.1	15.8	21.4	13.6	20.2	13.7
	(6.2)	(5.2)	(5.0)	(4.2)	(3.8)	(10.0)	(5.0)	(5.8)	(5.1)
Not very well	8.8	15.5	12.2	8.0	11.0	21.3	13.1	13.1	11.1
	(4.8)	(5.2)	(4.1)	(3.7)	(3.3)	(9.9)	(4.9)	(4.8)	(4.6)
Not at all well	49.6	42.1	43.6	61.4	45.1	44.1	55.3	36.3	45.9
	(8.4)	(7.1)	(6.2)	(6.7)	(5.2)	(12.1)	(7.2)	(6.9)	(7.4)
Number of respondents	129	160	220	127	382	46	149	190	195
Percentage able to read/understand common signs:									
Very well	32.8	43.6	40.9	26.4	42.8	18.1	19.7	50.4	43.7
	(8.0)	(7.2)	(6.1)	(6.1)	(5.2)	(9.4)	(5.9)	(7.2)	(7.3)
Pretty well	23.2	20.5	17.8	20.0	18.4	24.6	24.1	13.7	24.9
	(7.2)	(5.8)	(4.8)	(5.5)	(4.1)	(10.5)	(6.3)	(5.0)	(6.4)
Not very well	11.6	10.9	8.6	11.5	7.8	27.0	15.2	11.6	5.2
	(5.4)	(4.5)	(3.5)	(4.4)	(2.8)	(10.8)	(5.3)	(4.6)	(3.3)
Not at all well	32.4	24.9	32.7	42.0	31.0	30.3	41.0	24.2	26.1
	(7.9)	(6.2)	(5.8)	(6.8)	(4.8)	(11.2)	(7.2)	(6.2)	(6.5)
Number of respondents	128	158	222	127	383	46	148	189	196

Source: Parent interviews

Table 6A: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Reported Functional Skills of Youth	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage able to count change:												
Very well	13.5	11.8	22.0	10.5	14.7	11.2	10.5	15.6	14.5	10.7	24.5	15.6
	(2.7)	(3.3)	(5.7)	(6.6)	(3.7)	(3.9)	(5.0)	(5.5)	(3.8)	(2.9)	(8.6)	(8.9)
Pretty well	13.9	15.0	14.1	6.2	14.8	12.2	13.9	11.9	15.3	11.8	17.4	20.7
	(2.8)	(3.7)	(4.8)	(5.2)	(3.7)	(4.0)	(5.7)	(4.9)	(3.9)	(3.0)	(7.6)	(10.0)
Not very well	23.5	20.2	27.4	23.8	23.4	23.8	28.5	27.4	16.8	26.8	5.9	26.0
	(3.4)	(4.2)	(6.1)	(9.1)	(4.4)	(5.3)	(7.4)	(6.7)	(4.1)	(4.1)	(4.7)	(10.8)
Not at all well	49.1	53.0	36.4	59.5	47.1	52.8	47.1	45.2	53.4	50.6	52.2	37.7
	(4.0)	(5.2)	(6.6)	(10.5)	(5.2)	(6.2)	(8.2)	(7.5)	(5.4)	(4.7)	(10.0)	(11.9)
Number of respondents	572	179	133	60	357	215	159	167	246	418	82	72
Average functional skills scale score:*												
4 to 8	51.6	60.2	40.8	52.2	48.2	58.2	52.6	44.9	55.6	53.8	54.9	37.2
	(4.1)	(5.1)	(6.8)	(10.7)	(5.2)	(6.2)	(8.3)	(7.7)	(5.5)	(4.7)	(9.9)	(12.0)
9 to 12	26.7	20.9	23.2	32.3	29.2	21.8	32.8	30.0	19.5	27.5	16.1	34.3
	(3.6)	(4.3)	(5.8)	(10.0)	(4.8)	(5.2)	(7.8)	(7.1)	(4.4)	(4.2)	(7.3)	(11.8)
13 to 15	13.3	12.2	19.9	9.2	13.9	12.2	8.2	17.8	14.3	12.5	13.0	17.8
	(2.8)	(3.4)	(5.5)	(6.2)	(3.6)	(4.1)	(4.5)	(5.9)	(3.9)	(3.1)	(6.7)	(9.5)
16	8.3	6.7	16.1	6.3	8.7	7.7	6.5	7.2	10.6	6.2	15.9	10.7
	(2.2)	(2.6)	(5.1)	(5.2)	(3.0)	(3.3)	(4.1)	(4.0)	(3.4)	(2.3)	(7.3)	(7.7)
Number of respondents	559	176	130	60	348	211	157	163	239	408	81	70

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews

Table 68: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Reported Functional Skills of Youth	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage able to count change:					
Very well	16.2	10.5	3.5	14.8	27.7
	(4.6)	(3.1)	(2.1)	(5.3)	(6.8)
Pretty well	12.9	15.0	6.2	15.3	24.5
	(4.2)	(3.7)	(2.7)	(5.4)	(6.6)
Not very well	25.7	20.0	15.2	37.3	28.7
	(5.4)	(4.1)	(4.1)	(7.2)	(6.9)
Not at all well	45.2	54.5	75.1	32.5	19.0
	(6.2)	(5.1)	(4.9)	(7.0)	(6.0)
Number of respondents	202	304	270	134	167
Average functional skills scale score:*					
4 to 8	44.7	60.8	77.3	35.6	22.5
	(6.3)	(5.1)	(4.8)	(7.2)	(6.4)
9 to 12	30.3	19.9	16.2	43.0	34.0
	(5.8)	(4.1)	(4.2)	(7.4)	(7.3)
13 to 15	12.1	14.9	5.0	12.1	25.8
	(4.1)	(3.7)	(2.5)	(4.9)	(6.7)
16	12.8	4.4	1.5	9.3	17.7
	(4.2)	(2.1)	(1.4)	(4.4)	(5.9)
Number of respondents	198	298	264	131	164

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews.

Table 6C: PARENT REPORTS OF FUNCTIONAL SKILLS OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Reported Functional Skills of Youth	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage able to count change:									
Very well	10.6	18.4	14.0	16.1	14.2	6.1	11.7	15.9	15.2
	(5.2)	(5.6)	(4.4)	(5.1)	(3.7)	(5.8)	(4.7)	(5.3)	(5.3)
Pretty well	17.0	11.8	17.4	14.8	15.3	3.6	10.5	15.8	18.3
	(6.4)	(4.6)	(4.7)	(4.9)	(3.8)	(4.5)	(4.5)	(5.3)	(5.7)
Not very well	17.3	32.1	25.2	16.3	24.6	29.0	19.8	30.1	21.8
	(6.4)	(6.7)	(5.4)	(5.1)	(4.5)	(11.1)	(5.8)	(6.6)	(6.1)
Not at all well	55.0	37.6	43.3	52.8	45.9	61.3	57.9	38.2	44.7
	(8.4)	(6.9)	(6.2)	(6.9)	(5.2)	(11.9)	(7.2)	(7.0)	(7.3)
Number of respondents	128	159	221	128	381	46	149	187	195
Average functional skills scale score:*									
4 to 8	53.0	40.5	49.4	62.6	46.8	60.5	63.4	39.6	44.5
	(8.5)	(7.1)	(6.3)	(6.7)	(5.3)	(12.2)	(7.1)	(7.1)	(7.4)
9 to 12	28.6	34.5	23.5	13.6	29.5	31.6	20.2	37.0	26.0
	(7.7)	(6.9)	(5.4)	(4.8)	(4.8)	(11.6)	(6.0)	(7.1)	(6.5)
13 to 15	13.4	12.9	18.9	15.3	14.7	2.3	10.0	13.9	18.1
	(5.8)	(4.8)	(4.9)	(5.0)	(3.8)	(3.7)	(4.4)	(5.1)	(5.7)
16	4.9	12.1	8.1	8.5	9.0	5.7	6.4	9.5	11.4
	(3.7)	(4.7)	(3.5)	(3.9)	(3.0)	(5.8)	(3.6)	(4.3)	(4.7)
Number of respondents	125	157	217	125	374	44	145	184	193

* The functional skills scale is formed by summing responses of the items related to counting change, telling time, reading signs, and using the phone. For each item, a value was assigned ranging from 1 (youth were reported to do it "not at all well") to 4 (youth were reported to do it "very well"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews

Table 7A: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH MULTIPLE HANDICAPS

Assistive Devices Reported Used	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who used for hearing assistance a:												
Telecommunications device												
Telephone amplifier												
Hearing aid												
Closed captioned TV												
Other hearing assistance												
Number of respondents												
Percentage who used for mobility assistance:												
A wheelchair	28.4	24.4	21.4	50.3	27.2	30.8	29.0	31.4	26.0	25.8	44.4	23.1
	(3.6)	(4.5)	(5.6)	(11.2)	(4.5)	(5.7)	(7.7)	(6.7)	(4.7)	(4.0)	(9.9)	(10.6)
Crutches, a cane, or a walker	10.9	8.7	6.4	25.5	11.8	9.2	9.7	17.3	7.7	11.7	14.9	2.3
	(2.5)	(2.9)	(3.3)	(9.7)	(3.3)	(3.6)	(5.0)	(5.4)	(2.8)	(2.9)	(7.1)	(3.8)
Modifications to a car	2.5	0.5	5.6	1.7	2.6	2.1	0.3	3.7	3.3	1.8	5.9	1.8
	(1.2)	(0.7)	(3.1)	(2.9)	(1.6)	(1.8)	(0.9)	(2.7)	(1.9)	(1.2)	(4.7)	(3.3)
Prosthetics/orthotics	14.3	8.0	8.5	35.0	13.7	15.6	17.4	19.4	8.7	13.5	28.5	2.4
	(2.8)	(2.8)	(3.8)	(10.6)	(3.5)	(4.5)	(6.4)	(5.7)	(3.0)	(3.1)	(9.0)	(3.8)
Computers to aid mobility	6.5	3.9	3.8	12.1	8.4	2.7	3.2	10.6	6.4	7.5	4.7	3.7
	(2.0)	(2.0)	(2.6)	(7.3)	(2.8)	(2.0)	(3.0)	(4.4)	(2.6)	(2.4)	(4.3)	(4.7)
Other mobility assistance	2.1	0.0	0.0	5.6	1.4	3.5	0.1	1.4	4.1	1.8	0.0	5.6
	(1.1)	(0.0)	(0.0)	(5.1)	(1.2)	(2.3)	(0.4)	(1.7)	(2.1)	(1.2)	(0.0)	(5.8)
Number of respondents	558	173	129	55	353	205	151	162	245	407	80	71
Percentage who used for visual assistance:												
A seeing eye dog												
Braille or large print readers												
An opticon/optical scanner												
Computers to aid vision												
Other vision assistance												
Number of respondents												

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.

Source: Parent interviews

Table 7B: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH MULTIPLE HANDICAPS

Assistive Devices Reported Used	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage who used for hearing assistance a:	DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.				
Telecommunications device					
Telephone amplifier					
Hearing aid					
Closed captioned TV					
Other hearing assistance					
Number of respondents					
Percentage who used for mobility assistance:					
A wheelchair	28.9	25.8	53.9	10.3	0.1
	(5.6)	(4.6)	(5.7)	(4.7)	(0.5)
Crutches, a cane, or a walker	15.3	8.3	17.0	8.7	3.3
	(4.5)	(2.9)	(4.3)	(4.3)	(2.7)
Modifications to a car	2.1	4.1	4.5	1.5	0.0
	(1.8)	(2.1)	(2.4)	(1.9)	(0.0)
Prosthetics/orthotics	17.9	9.2	27.1	0.8	1.8
	(4.7)	(3.0)	(5.0)	(1.4)	(2.0)
Computers to aid mobility	7.9	5.5	11.1	3.7	1.4
	(3.4)	(2.4)	(3.6)	(2.9)	(1.8)
Other mobility assistance	2.6	1.2	3.2	3.0	0.0
	(2.0)	(1.1)	(2.0)	(2.6)	(0.0)
Number of respondents	194	292	259	127	165
Percentage who used for visual assistance:	DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.				
A seeing eye dog					
Braille or large print readers					
An opticon/optical scanner					
Computers to aid vision					
Other vision assistance					
Number of respondents					

Source: Parent interviews

Table 7C: ASSISTIVE DEVICES REPORTED USED BY YOUTH WITH MULTIPLE HANDICAPS

Assistive Devices Reported Used	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who used for hearing assistance a:	DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.								
Telecommunications device									
Telephone amplifier									
Hearing aid									
Closed captioned TV									
Other hearing assistance									
Number of respondents									
Percentage who used for mobility assistance:									
A wheelchair	29.9	28.8	24.5	24.9	30.6	25.1	34.8	28.0	22.0
	(7.8)	(6.5)	(5.3)	(6.0)	(4.8)	(10.5)	(7.0)	(6.5)	(5.7)
Crutches, a cane, or a walker	10.8	13.9	5.3	6.1	11.7	15.1	13.0	12.0	6.7
	(5.3)	(5.0)	(2.8)	(3.3)	(3.3)	(8.7)	(4.9)	(4.7)	(3.4)
Modifications to a car	0.9	3.1	3.3	1.5	3.4	0.0	2.6	1.8	2.5
	(1.6)	(2.5)	(2.2)	(1.7)	(1.9)	(0.0)	(2.4)	(1.9)	(2.2)
Prosthetics/orthotics	15.7	14.5	10.1	9.5	16.2	11.1	15.7	15.2	8.1
	(6.2)	(5.1)	(3.7)	(4.1)	(3.8)	(7.6)	(5.4)	(5.2)	(3.7)
Computers to aid mobility	7.4	6.2	9.3	0.2	9.5	2.0	2.9	9.6	8.8
	(4.5)	(3.5)	(3.6)	(0.6)	(3.1)	(3.5)	(2.5)	(4.3)	(3.9)
Other mobility assistance	2.5	0.4	1.3	0.0	3.2	0.0	2.6	0.4	3.3
	(2.7)	(0.9)	(1.4)	(0.0)	(1.8)	(0.0)	(2.3)	(0.9)	(2.4)
Number of respondents	124	153	213	124	372	45	144	183	186
Percentage who used for visual assistance:	DATA RELATED TO THIS TOPIC WERE NOT GATHERED FOR YOUTH IN THIS DISABILITY CATEGORY.								
A seeing eye dog									
Braille or large print readers									
An opticon/optical scanner									
Computers to aid vision									
Other vision assistance									
Number of respondents									

Source: Parent interviews

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH MULTIPLE HANDICAPS

Parent Expectations	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with likelihood of graduating from high school:*												
Definitely will	19.8	17.8	27.1	11.7	20.7	17.9	22.1	23.4	13.3	19.6	20.0	20.5
	(3.7)	(4.5)	(6.6)	(7.8)	(4.9)	(5.2)	(7.4)	(6.8)	(4.5)	(3.9)	(12.5)	(14.4)
Probably will	15.1	23.7	7.5	23.3	16.4	12.7	24.5	11.7	8.3	18.1	3.7	3.4
	(3.3)	(5.0)	(3.9)	(10.3)	(4.5)	(4.5)	(7.6)	(5.2)	(3.6)	(3.8)	(5.9)	(6.4)
Probably won't	12.9	13.8	11.3	15.4	14.8	9.2	7.6	20.0	11.3	13.9	6.5	10.9
	(3.1)	(4.0)	(4.7)	(8.8)	(4.3)	(3.9)	(4.7)	(6.5)	(4.2)	(3.4)	(7.7)	(11.1)
Definitely won't	52.2	44.7	54.1	49.6	48.1	60.2	45.8	44.8	67.0	48.3	69.8	65.2
	(4.6)	(5.8)	(7.4)	(12.2)	(6.0)	(6.7)	(8.9)	(8.0)	(6.2)	(4.9)	(14.3)	(17.0)
Number of respondents	468	141	114	50	289	179	144	152	172	385	41	42
Percentage with likelihood of graduating from 4-year college:												
Definitely will	0.8	0.3	0.3	2.3	1.1	0.1	0.3	2.3	0.1	0.3	3.8	0.0
	(0.7)	(0.6)	(0.8)	(3.3)	(1.2)	(0.4)	(0.9)	(2.4)	(0.3)	(0.5)	(4.1)	(0.0)
Probably will	7.4	9.0	7.3	7.9	7.1	8.0	10.2	6.4	5.8	7.3	11.4	3.5
	(2.2)	(3.1)	(3.6)	(6.0)	(2.8)	(3.5)	(5.2)	(3.9)	(2.6)	(2.5)	(6.8)	(4.7)
Probably won't	12.0	7.1	13.8	10.7	11.8	12.4	15.7	8.7	11.5	11.5	5.0	21.7
	(2.7)	(2.8)	(4.7)	(6.9)	(3.5)	(4.2)	(6.3)	(4.5)	(3.6)	(3.1)	(4.6)	(10.4)
Definitely won't	79.8	83.6	78.6	79.1	80.0	79.5	73.8	82.6	82.6	80.9	79.9	74.7
	(3.4)	(4.1)	(5.6)	(9.1)	(4.4)	(5.2)	(7.6)	(6.0)	(4.2)	(3.8)	(8.5)	(10.9)
Number of respondents	537	161	133	57	333	204	150	154	233	393	75	69
Percentage with likelihood of graduating from 2-year college:**												
Definitely will	0.2	0.8	0.0	0.0	0.3	0.0	0.7	0.0	0.0	0.3	0.0	0.0
	(0.4)	(1.0)	(0.0)	(0.0)	(0.7)	(0.0)	(1.5)	(0.0)	(0.0)	(0.6)	(0.0)	(0.0)
Probably will	4.7	4.1	6.8	6.5	4.7	4.8	7.8	2.9	3.7	5.7	2.3	2.4
	(1.9)	(2.3)	(3.5)	(5.9)	(2.4)	(2.9)	(5.0)	(2.8)	(2.2)	(2.4)	(3.5)	(4.0)
Probably won't	11.4	8.3	13.6	8.0	12.2	10.1	14.0	8.3	11.7	9.3	10.3	22.6
	(2.8)	(3.2)	(4.8)	(6.5)	(3.8)	(4.1)	(6.4)	(4.7)	(3.7)	(3.0)	(7.1)	(11.1)
Definitely won't	83.6	86.9	79.6	85.5	82.8	85.1	77.5	88.8	84.7	84.7	87.4	75.0
	(3.3)	(3.9)	(5.7)	(8.5)	(4.4)	(4.8)	(7.7)	(5.3)	(4.2)	(3.7)	(7.7)	(11.5)
Number of respondents	496	145	123	51	310	186	137	142	217	365	67	64

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.
** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews

Table 8B: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH MULTIPLE HANDICAPS

Parent Expectations	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage with likelihood of graduating from high school:*					
Definitely will	25.9	7.3	12.4	17.8	30.8
	(6.2)	(2.9)	(4.3)	(6.7)	(8.0)
Probably will	20.2	11.1	4.8	17.5	28.3
	(5.7)	(3.5)	(2.8)	(6.6)	(7.8)
Probably won't	10.6	16.5	12.5	19.2	10.7
	(4.4)	(4.2)	(4.3)	(6.9)	(5.3)
Definitely won't	43.3	65.1	70.2	45.5	30.2
	(7.0)	(5.4)	(5.9)	(8.7)	(7.9)
Number of respondents	163	262	223	104	140
Percentage with likelihood of graduating from 4-year college:					
Definitely will	0.3	0.1	1.2	0.7	0.3
	(0.8)	(0.3)	(1.3)	(1.3)	(0.8)
Probably will	9.6	5.1	2.0	6.9	15.2
	(3.8)	(2.3)	(1.7)	(4.0)	(5.7)
Probably won't	13.5	6.4	4.2	12.9	22.6
	(-4.4)	(2.6)	(2.4)	(5.2)	(6.6)
Definitely won't	76.6	88.4	92.6	79.4	62.0
	(5.5)	(3.4)	(3.1)	(6.3)	(7.7)
Number of respondents	188	298	252	125	159
Percentage with likelihood of graduating from 2-year college:**					
Definitely will	0.0	0.6	0.4	0.0	0.0
	(0.0)	(0.8)	(0.8)	(0.0)	(0.0)
Probably will	6.1	4.5	1.9	6.3	8.5
	(3.3)	(2.2)	(1.7)	(3.9)	(5.0)
Probably won't	13.6	5.4	2.6	15.8	23.4
	(4.8)	(2.4)	(2.0)	(5.9)	(7.5)
Definitely won't	80.3	89.6	95.0	77.9	68.1
	(5.5)	(3.3)	(2.7)	(6.7)	(8.3)
Number of respondents	166	285	244	117	134

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.
** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews

Table 8C: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH MULTIPLE HANDICAPS

Parent Expectations	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of graduating from high school:*									
Definitely will	23.1	23.6	16.7	9.4	23.3	16.8	20.8	24.4	15.2
	(8.9)	(7.0)	(4.9)	(4.8)	(4.9)	(11.2)	(7.2)	(7.0)	(5.9)
Probably will	17.1	20.4	9.4	29.0	7.2	39.7	24.0	19.9	5.5
	(8.0)	(6.7)	(3.9)	(7.5)	(3.0)	(14.6)	(7.5)	(6.5)	(3.7)
Probably won't	15.7	8.2	15.6	6.4	15.3	6.5	8.7	14.7	12.6
	(7.7)	(4.5)	(4.8)	(4.1)	(4.2)	(7.3)	(5.0)	(5.8)	(5.4)
Definitely won't	44.1	47.8	58.3	55.2	54.2	37.0	46.5	41.0	66.7
	(10.5)	(8.3)	(6.5)	(8.3)	(5.8)	(14.4)	(8.8)	(8.0)	(7.7)
Number of respondents	93	125	203	93	328	32	114	154	172
Percentage with likelihood of graduating from 4-year college:									
Definitely will	2.6	0.1	0.0	0.2	1.0	0.8	2.5	0.0	0.3
	(3.0)	(0.5)	(0.0)	(0.6)	(1.1)	(2.4)	(2.5)	(0.0)	(0.8)
Probably will	6.9	9.6	6.5	15.6	5.0	10.1	8.7	7.3	8.3
	(4.8)	(4.4)	(3.1)	(5.5)	(2.3)	(8.2)	(4.5)	(3.9)	(4.1)
Probably won't	13.2	14.3	10.3	7.8	11.3	20.4	9.6	21.1	6.6
	(6.4)	(5.2)	(3.8)	(4.1)	(3.4)	(11.0)	(4.7)	(6.2)	(3.7)
Definitely won't	77.4	76.0	83.1	76.4	82.7	68.7	79.1	71.6	84.8
	(8.0)	(6.4)	(4.7)	(6.4)	(4.1)	(12.6)	(6.5)	(6.8)	(5.4)
Number of respondents	110	149	220	111	371	39	133	179	190
Percentage with likelihood of graduating from 2-year college:**									
Definitely will	0.7	0.0	0.0	0.0	0.3	0.0	0.8	0.0	0.0
	(1.8)	(0.0)	(0.0)	(0.0)	(0.6)	(0.0)	(1.5)	(0.0)	(0.0)
Probably will	4.0	6.4	5.8	6.6	2.3	14.5	1.7	9.4	2.2
	(4.0)	(4.0)	(2.9)	(4.0)	(1.7)	(10.5)	(2.3)	(4.7)	(2.3)
Probably won't	11.5	16.8	5.2	4.4	12.9	14.1	12.1	15.9	9.1
	(6.6)	(6.1)	(2.8)	(3.3)	(3.7)	(10.4)	(5.6)	(5.9)	(4.5)
Definitely won't	83.8	76.8	89.0	89.0	84.5	71.4	85.4	74.7	88.7
	(7.6)	(6.8)	(3.9)	(5.1)	(4.0)	(13.5)	(6.1)	(7.0)	(4.9)
Number of respondents	98	131	212	93	355	32	114	166	181

* Of those with a child who had not graduated yet. See Appendix for percentage of youth that were in or out of secondary school and had not graduated.
** Of those with a child who had not received a 2-year diploma and had not attended a 4-year college in the past year. See Appendix for percentage.

Source: Parent interviews

Table 8A: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Parent Expectations	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage with likelihood of getting a paid job:*												
Definitely will	6.5	6.9	10.2	8.1	5.7	8.0	5.4	10.6	4.4	6.8	9.6	1.4
	(2.6)	(3.3)	(5.3)	(7.5)	(3.2)	(4.2)	(4.5)	(5.9)	(3.0)	(2.8)	(8.3)	(4.2)
Probably will	29.0	30.7	25.3	24.9	34.5	19.2	33.3	33.8	20.9	29.9	6.8	48.9
	(4.7)	(6.0)	(7.6)	(11.9)	(6.5)	(6.1)	(9.3)	(9.0)	(6.0)	(5.2)	(7.1)	(18.1)
Probably won't	15.8	13.9	14.7	12.8	16.2	14.9	21.6	9.8	14.5	16.5	19.0	8.6
	(3.8)	(4.5)	(6.2)	(9.2)	(5.0)	(5.5)	(8.2)	(5.7)	(5.2)	(4.2)	(11.0)	(10.1)
Definitely won't	48.7	48.5	49.7	54.2	43.6	58.0	39.7	45.8	60.2	46.8	64.6	41.1
	(5.2)	(6.5)	(8.7)	(13.7)	(6.8)	(7.7)	(9.7)	(9.5)	(7.2)	(5.6)	(13.4)	(17.8)
Number of respondents	342	118	82	33	203	139	114	98	130	260	45	37
Percentage with likelihood of living on their own:**												
Definitely will	3.8	0.8	7.8	5.2	4.9	1.8	9.3	0.9	1.7	4.6	2.9	1.0
	(1.6)	(1.0)	(3.8)	(5.2)	(2.4)	(1.7)	(5.0)	(1.6)	(1.5)	(2.0)	(3.7)	(2.6)
Probably will	17.7	18.6	19.7	18.7	19.6	14.1	19.0	16.9	17.2	15.8	19.3	25.0
	(3.2)	(4.3)	(5.6)	(9.0)	(4.4)	(4.5)	(6.8)	(6.1)	(4.3)	(3.5)	(8.7)	(11.3)
Probably won't	20.6	19.3	20.7	22.0	23.0	15.9	23.2	22.6	16.9	20.6	14.4	26.5
	(3.4)	(4.3)	(5.7)	(9.6)	(4.6)	(4.7)	(7.3)	(6.8)	(4.3)	(3.9)	(7.7)	(11.5)
Definitely won't	57.9	61.4	51.8	54.1	52.5	68.2	48.6	59.5	64.2	59.0	63.4	47.5
	(4.2)	(5.3)	(7.0)	(11.5)	(5.5)	(6.0)	(8.6)	(8.0)	(5.5)	(4.8)	(10.6)	(13.0)
Number of respondents	522	161	128	53	324	198	146	151	225	385	71	66

* Of those with a child not already employed. See Table 43 for percentage not working for pay.
** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews

Table 88: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Parent Expectations	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage with likelihood of getting a paid job:*					
Definitely will	11.9	2.5	0.0	7.0	19.6
	(5.3)	(2.0)	(0.0)	(5.5)	(9.3)
Probably will	30.2	22.1	13.2	42.9	55.9
	(7.5)	(5.3)	(4.3)	(10.6)	(11.6)
Probably won't	16.0	14.5	17.7	20.6	9.9
	(6.0)	(4.5)	(4.9)	(8.7)	(7.0)
Definitely won't	41.9	60.9	69.1	29.4	14.7
	(8.1)	(6.2)	(5.9)	(9.8)	(8.3)
Number of respondents	109	195	206	62	73
Percentage with likelihood of living on their own:**					
Definitely will	6.8	0.6	0.0	2.5	10.3
	(3.2)	(0.8)	(0.2)	(2.5)	(4.9)
Probably will	21.5	12.8	4.2	21.4	36.4
	(5.3)	(3.5)	(2.4)	(6.5)	(7.8)
Probably won't	22.3	15.8	15.8	26.8	24.8
	(5.4)	(3.9)	(4.4)	(7.0)	(7.0)
Definitely won't	49.4	70.7	80.1	49.3	28.5
	(6.5)	(4.8)	(4.8)	(7.9)	(7.3)
Number of respondents	184	290	251	122	148

* Of those with a child not already employed. See Table 43 for percentage not working for pay.
** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews

Table 8C: EXPECTATIONS OF PARENTS/GUARDIANS FOR FUTURES OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Parent Expectations	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage with likelihood of getting a paid job:*									
Definitely will	2.1	15.6	3.5	6.8	7.0	4.3	4.9	8.3	8.2
	(3.3)	(6.9)	(3.0)	(4.7)	(3.5)	(5.9)	(4.2)	(5.1)	(5.4)
Probably will	40.4	30.2	25.8	30.9	30.1	12.3	14.8	35.6	40.1
	(11.3)	(8.8)	(7.2)	(8.6)	(6.3)	(9.5)	(6.9)	(8.9)	(9.6)
Probably won't	9.5	18.3	20.1	4.3	17.8	25.0	24.2	12.9	15.3
	(6.7)	(7.4)	(6.6)	(3.8)	(5.2)	(12.6)	(8.3)	(6.2)	(7.0)
Definitely won't	48.0	35.9	50.6	57.9	45.1	58.4	56.1	43.2	36.4
	(11.5)	(9.2)	(8.2)	(9.2)	(6.8)	(14.3)	(9.7)	(9.2)	(9.4)
Number of respondents	76	90	135	72	235	26	81	113	121
Percentage with likelihood of living on their own:**									
Definitely will	3.5	3.6	5.5	5.8	3.9	0.0	1.4	5.7	4.8
	(3.5)	(2.9)	(2.9)	(3.6)	(2.1)	(0.0)	(1.8)	(3.5)	(3.3)
Probably will	15.0	24.1	14.4	16.7	17.8	17.6	17.1	18.8	21.1
	(6.8)	(6.6)	(4.4)	(5.8)	(4.2)	(9.6)	(5.8)	(6.0)	(6.2)
Probably won't	23.7	21.5	19.7	18.2	21.5	16.7	17.1	23.3	22.5
	(8.1)	(6.4)	(5.0)	(6.0)	(4.5)	(9.4)	(5.8)	(6.5)	(6.4)
Definitely won't	57.8	50.7	60.4	59.3	56.8	65.7	64.5	52.2	51.6
	(9.4)	(7.8)	(6.2)	(7.6)	(5.4)	(11.9)	(7.4)	(7.6)	(7.6)
Number of respondents	107	141	217	105	366	36	126	175	187

* Of those with a child not already employed. See Table 43 for percentage not working for pay.
** Of those with a child not already living on his/her own. See Table 38 for percentage not living alone or with a spouse/roomate.

Source: Parent interviews.

Table 9A: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

School Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage whose school was a:												
Comprehensive secondary school	53.4	46.1	50.8	82.9	52.7	54.9	58.1	52.7	50.1	52.1	58.1	52.5
	(4.0)	(5.4)	(6.2)	(7.6)	(5.1)	(6.3)	(7.6)	(7.7)	(5.6)	(4.8)	(9.3)	(11.9)
Special school for students with disabilities	40.8	47.6	44.8	7.9	41.0	40.5	34.6	41.9	45.1	41.7	38.6	40.5
	(3.9)	(5.4)	(6.2)	(5.4)	(5.0)	(6.2)	(7.3)	(7.6)	(5.6)	(4.7)	(9.1)	(11.7)
Vocational/technical school	1.5	5.3	0.0	0.0	1.7	1.1	0.8	2.9	1.0	1.9	0.0	1.1
	(1.0)	(2.4)	(0.0)	(0.0)	(1.3)	(1.3)	(1.4)	(2.6)	(1.1)	(1.3)	(0.0)	(2.5)
Other type of school	4.3	1.0	4.4	9.2	4.7	3.6	6.5	2.5	3.8	4.4	3.4	5.9
	(1.6)	(1.1)	(2.5)	(5.8)	(2.2)	(2.3)	(3.8)	(2.4)	(2.2)	(1.9)	(3.4)	(5.6)
Number of respondents	596	167	153	68	377	219	168	173	255	423	100	69
Percentage whose school served grades:												
K through 8 or 12	25.4	13.3	21.8	29.5	24.4	27.5	22.8	25.7	27.4	22.9	37.7	24.4
	(3.5)	(3.6)	(5.1)	(9.2)	(4.4)	(5.6)	(6.5)	(6.8)	(5.0)	(4.0)	(9.1)	(10.3)
6 through 12	9.6	13.6	9.3	9.3	7.6	13.6	14.9	6.1	7.9	11.0	3.7	10.2
	(2.4)	(3.7)	(3.6)	(5.8)	(2.7)	(4.3)	(5.5)	(3.7)	(3.0)	(3.0)	(3.6)	(7.3)
6 or 7 through 8 or 9	8.6	7.1	7.2	14.8	9.1	7.5	15.1	10.2	1.9	9.2	2.1	15.2
	(2.2)	(2.8)	(3.2)	(7.1)	(2.9)	(3.3)	(5.5)	(4.7)	(1.5)	(2.8)	(2.7)	(8.6)
9 or 10 through 12	37.6	40.8	41.6	44.7	40.0	32.9	30.4	41.2	40.8	36.3	37.6	42.5
	(3.9)	(5.3)	(6.1)	(10.0)	(5.0)	(5.9)	(7.1)	(7.6)	(5.5)	(4.6)	(9.1)	(11.8)
Ungraded students only	18.8	25.2	20.1	1.8	18.9	18.5	16.7	16.7	22.0	20.6	18.9	7.6
	(3.1)	(4.7)	(5.0)	(2.6)	(4.0)	(4.9)	(5.8)	(5.8)	(4.6)	(3.9)	(7.3)	(6.4)
Number of respondents	596	167	153	68	377	219	168	173	255	423	100	69

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 98: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

School Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage whose school was a:					
Comprehensive secondary school	90.2	0.0	48.5	49.3	64.2
	(3.5)	(0.0)	(6.7)	(8.0)	(7.7)
Special school for students with disabilities	0.0	100	45.2	44.6	29.2
	(0.0)	(0.0)	(6.6)	(7.9)	(7.3)
Vocational/technical school	2.5	0.0	0.5	2.1	2.0
	(1.8)	(0.0)	(0.9)	(2.3)	(2.2)
Other type of school	7.3	0.0	5.9	4.0	4.5
	(3.1)	(0.0)	(3.1)	(3.1)	(3.3)
Number of respondents	218	378	219	120	140
Percentage whose school served grades:					
K through 8 or 12	15.8	39.4	36.1	16.4	15.9
	(4.3)	(4.5)	(6.4)	(5.9)	(5.9)
6 through 12	7.6	12.5	14.0	12.8	5.0
	(3.1)	(3.1)	(4.6)	(5.3)	(3.5)
6 or 7 through 8 or 9	14.5	0.0	3.2	8.8	13.2
	(4.2)	(0.0)	(2.4)	(4.5)	(5.4)
9 or 10 through 12	61.6	2.7	23.6	41.6	54.1
	(5.8)	(1.5)	(5.7)	(7.8)	(8.0)
Ungraded students only	0.5	45.4	23.1	20.3	11.8
	(0.8)	(4.6)	(5.6)	(6.4)	(5.2)
Number of respondents	218	378	219	120	140

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 9C: TYPES AND GRADE LEVELS OF SCHOOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

School Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage whose school was a:									
Comprehensive secondary school	63.0	57.5	47.7	38.3	57.0	49.5	63.7	51.8	54.0
	(9.3)	(7.7)	(6.9)	(7.3)	(5.5)	(13.6)	(8.3)	(7.9)	(7.7)
Special school for students with disabilities	31.0	33.0	50.1	51.2	41.7	25.6	28.1	38.4	45.0
	(8.9)	(7.3)	(6.9)	(7.6)	(5.5)	(11.9)	(7.8)	(7.7)	(7.7)
Vocational/technical school	0.0	3.0	0.4	5.1	0.7	0.0	0.7	2.7	0.5
	(0.0)	(2.7)	(0.8)	(3.3)	(0.9)	(0.0)	(1.5)	(2.6)	(1.1)
Other type of school	5.9	6.5	1.8	5.4	0.7	24.9	7.5	7.1	0.5
	(4.6)	(3.8)	(1.8)	(3.4)	(0.9)	(11.8)	(4.6)	(4.1)	(1.0)
Number of respondents	103	136	191	110	344	39	119	153	175
Percentage whose school served grades:									
K through 8 or 12	24.0	25.0	17.7	22.0	31.9	6.2	31.2	14.9	22.4
	(8.2)	(6.7)	(5.2)	(6.3)	(5.2)	(6.6)	(8.0)	(5.6)	(6.4)
6 through 12	13.0	9.5	11.1	16.2	8.3	9.7	9.4	14.6	5.8
	(6.5)	(4.6)	(4.3)	(5.6)	(3.1)	(8.1)	(5.0)	(5.6)	(3.6)
6 or 7 through 8 or 9	8.3	8.7	7.5	4.6	8.8	1.1	1.4	8.8	12.7
	(5.3)	(4.4)	(3.6)	(3.2)	(3.1)	(2.8)	(2.1)	(4.5)	(5.1)
9 or 10 through 12	42.2	38.5	37.7	32.7	32.5	64.3	46.3	41.1	33.5
	(9.5)	(7.6)	(6.7)	(7.1)	(5.2)	(13.1)	(8.6)	(7.8)	(7.3)
Ungraded students only	12.4	18.4	26.0	24.5	18.5	18.8	11.7	20.5	25.6
	(6.3)	(6.0)	(6.0)	(6.5)	(4.3)	(10.6)	(5.5)	(6.4)	(6.7)
Number of respondents	103	136	191	110	344	39	119	153	175

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Student Enrollment	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average enrollment of:												
All students	608	744	768	510	617	593	557	653	618	591	685	517
	(52.4)	(82.8)	(96.7)	(70.4)	(67.9)	(80.5)	(98.6)	(106)	(73.0)	(62.3)	(137)	(105)
Secondary special education students	102	173	96	53	100	107	92	110	104	104	100	85
	(7.4)	(13.2)	(8.5)	(7.5)	(9.2)	(12.4)	(14.3)	(16.1)	(9.6)	(8.9)	(19.2)	(16.9)
Number of respondents	576	156	147	66	364	212	161	164	251	405	99	68
Average secondary school enrollment of students categorized as:												
Learning disabled	32	49	39	22	32	32	30	34	32	31	38	22
	(3.9)	(7.7)	(5.8)	(3.8)	(5.0)	(6.2)	(7.6)	(7.8)	(5.4)	(4.6)	(10.0)	(6.7)
Emotionally disturbed	12	17	14	5	12	12	12	17	8	13	10	10
	(1.8)	(2.8)	(2.8)	(1.1)	(2.1)	(3.3)	(3.7)	(4.7)	(1.6)	(2.4)	(3.6)	(2.2)
Speech impaired	2	2	3	2	2	3	3	2	1	3	1	1
	(0.7)	(1.2)	(1.1)	(1.3)	(0.7)	(1.4)	(2.0)	(0.8)	(0.6)	(0.9)	(0.7)	(0.6)
Mentally retarded	12	20	12	5	15	7	11	18	9	12	16	9
	(3.7)	(8.4)	(4.0)	(2.4)	(5.6)	(2.3)	(5.0)	(11.6)	(2.5)	(4.3)	(11.2)	(4.0)
Deaf/hard of hearing	3	3	2	1	4	2	3	3	4	3	3	5
	(1.3)	(1.4)	(0.3)	(0.3)	(2.0)	(1.0)	(1.6)	(2.0)	(2.5)	(1.1)	(1.8)	(9.1)
Visually impaired	2	2	2	0	2	2	2	2	3	2	2	2
	(0.6)	(0.4)	(0.3)	(0.1)	(0.8)	(1.0)	(1.0)	(1.1)	(1.0)	(0.7)	(1.4)	(2.2)
Orthopedically impaired	4	10	2	1	3	6	4	4	4	5	1	4
	(1.3)	(3.1)	(0.4)	(0.3)	(1.3)	(2.6)	(2.3)	(2.4)	(1.9)	(1.7)	(0.6)	(3.4)
Other health impaired	2	4	1	0	1	2	1	2	2	2	0	1
	(0.8)	(2.0)	(0.3)	(0.1)	(0.8)	(1.6)	(1.6)	(1.5)	(1.1)	(1.1)	(0.2)	(0.5)
Multiply impaired, deaf/blind	14	23	12	6	13	16	14	10	17	16	11	10
	(2.6)	(5.4)	(2.6)	(1.9)	(3.2)	(4.2)	(5.9)	(2.7)	(3.8)	(3.4)	(4.8)	(4.1)
Number of respondents	575	155	147	66	362	212	160	164	250	405	98	68
Percentage in schools with minority student enrollment of:												
10% or less	31.7	8.0	30.8	49.9	34.3	26.7	27.1	38.7	30.4	29.1	33.3	47.1
	(3.8)	(3.0)	(5.7)	(10.1)	(5.0)	(5.6)	(6.9)	(7.7)	(5.3)	(4.4)	(9.0)	(11.9)
11% to 25%	17.9	11.3	15.3	25.0	15.1	23.3	17.3	13.9	21.5	17.7	24.2	11.1
	(3.1)	(3.5)	(4.5)	(8.7)	(3.7)	(5.4)	(5.9)	(5.4)	(4.7)	(3.7)	(8.2)	(7.5)
26% to 50%	26.1	22.9	49.0	1.9	26.6	25.0	20.2	28.2	29.5	26.2	24.3	26.7
	(3.6)	(4.7)	(6.2)	(2.7)	(4.6)	(5.5)	(6.3)	(7.1)	(5.2)	(4.3)	(8.2)	(10.6)
More than 50%	24.3	57.8	4.9	23.3	23.9	24.9	35.4	19.3	18.5	27.0	18.3	15.1
	(3.5)	(5.5)	(2.7)	(8.5)	(4.4)	(5.5)	(7.5)	(6.2)	(4.5)	(4.3)	(7.4)	(8.6)
Number of respondents	582	154	153	68	367	215	165	170	247	412	97	69

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Student Enrollment	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Average enrollment of:					
All students	928	151	438	712	804
	(82.4)	(9.0)	(68.3)	(115)	(122)
Secondary special education students	95	111	88	127	108
	(10.6)	(9.1)	(11.9)	(17.0)	(15.7)
Number of respondents	202	374	211	117	134
Average secondary school enrollment of students categorized as:					
Learning disabled	50	7	19	40	43
	(6.7)	(1.6)	(5.2)	(6.9)	(8.9)
Emotionally disturbed	13	10	6	9	21
	(2.4)	(2.4)	(1.9)	(2.3)	(5.2)
Speech impaired	3	0	2	2	2
	(1.3)	(0.2)	(1.1)	(1.8)	(0.7)
Mentally retarded	4	23	16	10	10
	(1.5)	(6.2)	(5.0)	(9.7)	(8.5)
Deaf/hard of hearing	2	4	2	5	3
	(1.1)	(2.1)	(1.5)	(2.2)	(1.6)
Visually impaired	1	4	1	4	2
	(0.2)	(1.0)	(0.8)	(1.6)	(1.0)
Orthopedically impaired	2	7	3	9	3
	(0.5)	(2.2)	(2.1)	(4.3)	(1.6)
Other health impaired	1	3	2	4	1
	(0.2)	(1.4)	(1.4)	(2.8)	(0.2)
Multiply impaired, deaf/blind	7	24	18	14	8
	(2.1)	(4.0)	(5.9)	(3.5)	(2.2)
Number of respondents	202	372	210	117	134
Percentage in schools with minority student enrollment of:					
10% or less	33.5	29.1	33.3	36.1	24.7
	(5.7)	(4.3)	(6.5)	(7.8)	(6.9)
11% to 25%	18.8	16.7	20.0	10.0	19.9
	(4.7)	(3.5)	(5.5)	(4.9)	(6.4)
26% to 50%	22.3	31.7	23.9	23.5	28.9
	(5.0)	(4.4)	(5.8)	(6.9)	(7.3)
More than 50%	25.4	22.6	22.8	30.3	26.5
	(5.2)	(4.0)	(5.8)	(7.5)	(7.1)
Number of respondents	214	368	211	117	139

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10C: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Student Enrollment	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average enrollment of:									
All students	594	660	654	508	615	605	669	572	685
	(115)	(114)	(99.5)	(80.0)	(73.7)	(205)	(123)	(97.9)	(113)
Secondary special education students	108	83	111	117	91	117	107	84	111
	(19.5)	(13.4)	(12.4)	(15.2)	(9.1)	(32.4)	(18.1)	(13.3)	(14.7)
Number of respondents	99	130	184	103	336	38	114	146	170
Average secondary school enrollment of students categorized as:									
Learning disabled	33	32	34	41	27	29	38	26	37
	(9.3)	(7.9)	(6.3)	(9.4)	(4.3)	(15.7)	(10.1)	(6.3)	(7.4)
Emotionally disturbed	13	12	12	10	13	9	11	13	13
	(3.9)	(4.0)	(3.3)	(3.3)	(2.8)	(3.7)	(3.1)	(4.2)	(3.7)
Speech impaired	2	1	3	1	2	3	2	2	1
	(0.8)	(1.3)	(1.3)	(0.5)	(0.8)	(1.3)	(1.6)	(0.8)	(1.2)
Mentally retarded	16	4	11	22	11	4	5	12	15
	(11.7)	(1.6)	(3.9)	(7.3)	(4.7)	(2.9)	(2.4)	(7.5)	(9.7)
Deaf/hard of hearing	5	3	2	4	3	1	5	2	3
	(3.1)	(1.6)	(1.0)	(1.8)	(1.4)	(0.8)	(2.8)	(1.4)	(1.4)
Visually impaired	2	2	3	3	2	1	2	2	2
	(1.4)	(1.0)	(1.1)	(1.3)	(0.8)	(0.9)	(1.4)	(1.1)	(1.1)
Orthopedically impaired	5	3	5	3	4	7	3	3	6
	(3.8)	(1.9)	(2.3)	(2.3)	(1.3)	(7.4)	(2.5)	(1.7)	(2.9)
Other health impaired	3	1	2	1	1	5	2	0	2
	(2.6)	(0.3)	(1.3)	(1.7)	(0.2)	(5.6)	(1.9)	(0.2)	(1.4)
Multiply impaired, deaf/blind	9	10	17	16	12	17	11	9	17
	(3.1)	(4.1)	(4.0)	(6.2)	(3.4)	(9.2)	(4.3)	(2.8)	(4.9)
Number of respondents	98	130	184	103	336	37	113	146	170
Percentage in schools with minority student enrollment of:									
10% or less	22.3	40.3	35.8	12.0	42.1	1.5	23.9	32.1	41.3
	(8.1)	(7.8)	(6.8)	(5.0)	(5.6)	(3.3)	(7.5)	(7.5)	(7.7)
11% to 25%	16.0	19.0	17.0	12.2	22.7	2.8	17.1	17.4	17.8
	(7.1)	(6.2)	(5.3)	(5.1)	(4.7)	(4.6)	(6.6)	(6.1)	(6.0)
26% to 50%	22.9	22.0	30.4	27.0	28.3	16.8	18.4	27.2	27.1
	(8.2)	(6.6)	(6.5)	(6.9)	(5.1)	(10.4)	(6.8)	(7.1)	(7.0)
More than 50%	38.8	18.7	16.8	48.9	6.9	78.9	40.6	23.2	13.8
	(9.5)	(6.2)	(5.3)	(7.7)	(2.9)	(11.3)	(8.6)	(6.8)	(5.4)
Number of respondents	102	133	185	107	336	38	117	150	171

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10A: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Student Enrollment	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with low income student enrollment of:												
Less than 10%	16.4	4.0	30.8	15.8	17.9	13.6	11.2	19.5	18.6	16.5	20.5	10.6
	(3.1)	(2.2)	(6.2)	(7.3)	(4.1)	(4.5)	(5.1)	(6.3)	(4.6)	(3.7)	(8.0)	(8.0)
10% to 25%	21.1	16.1	24.3	22.7	20.6	22.0	13.9	26.9	22.8	20.8	14.1	32.7
	(3.4)	(4.1)	(5.7)	(8.4)	(4.3)	(5.4)	(5.6)	(7.0)	(5.0)	(4.0)	(6.9)	(12.2)
26% to 50%	38.9	37.0	37.5	40.3	39.7	37.5	45.5	34.8	36.5	35.8	50.1	41.7
	(4.1)	(5.4)	(6.5)	(9.9)	(5.2)	(6.3)	(8.0)	(7.5)	(5.7)	(4.7)	(10.0)	(12.8)
More than 50%	23.5	43.0	7.5	21.2	21.8	26.9	29.4	18.9	22.1	26.9	15.3	15.0
	(3.5)	(5.5)	(3.5)	(8.2)	(4.4)	(5.8)	(7.3)	(6.2)	(4.9)	(4.4)	(7.2)	(9.3)
Number of respondents	565	158	134	68	356	209	158	168	239	405	93	63
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*												
50% or less	18.9	29.3	23.1	0.9	16.7	23.1	18.2	13.0	23.3	16.1	27.6	24.2
	(3.9)	(6.3)	(6.6)	(2.6)	(4.8)	(6.7)	(7.9)	(6.6)	(5.8)	(4.6)	(9.6)	(11.1)
51% to 75%	15.5	14.7	6.5	22.3	15.1	16.5	21.6	14.0	12.2	16.9	12.4	8.3
	(3.6)	(4.9)	(3.8)	(11.4)	(4.6)	(5.9)	(8.5)	(6.8)	(4.5)	(4.7)	(7.1)	(7.1)
76% to 95%	45.6	52.9	36.2	54.3	45.5	45.8	43.6	45.5	47.1	44.2	43.8	57.8
	(5.0)	(6.9)	(7.5)	(13.7)	(6.4)	(7.9)	(10.2)	(9.7)	(6.8)	(6.3)	(10.6)	(12.8)
More than 95%	20.0	3.1	34.2	22.6	22.7	14.6	16.7	27.5	17.4	22.8	16.2	9.7
	(4.0)	(2.4)	(7.4)	(11.5)	(5.4)	(5.6)	(7.7)	(8.7)	(5.2)	(5.3)	(7.9)	(7.6)
Number of respondents	374	103	99	35	241	133	98	107	169	257	63	51
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*												
25% or less	49.8	62.5	43.5	35.7	48.8	52.0	55.5	44.9	49.4	50.6	52.0	47.2
	(5.0)	(6.8)	(7.6)	(11.8)	(6.3)	(7.9)	(10.0)	(9.4)	(6.9)	(6.2)	(10.8)	(12.9)
26% to 50%	25.7	23.3	33.1	22.2	25.7	25.8	20.4	29.5	26.8	24.5	27.8	24.1
	(4.3)	(5.9)	(7.2)	(10.2)	(5.5)	(7.0)	(8.1)	(8.6)	(6.1)	(5.3)	(9.7)	(11.1)
51% to 75%	21.5	10.4	17.6	42.1	22.4	19.8	20.9	23.0	20.8	22.4	12.8	28.0
	(4.1)	(4.3)	(5.8)	(12.2)	(5.2)	(6.3)	(8.1)	(7.9)	(5.6)	(5.1)	(7.2)	(11.6)
More than 75%	3.0	3.9	5.7	0.0	3.2	2.5	3.2	2.7	3.0	2.5	7.3	0.7
	(1.7)	(2.7)	(3.6)	(0.0)	(2.2)	(2.5)	(3.5)	(3.1)	(2.4)	(1.9)	(5.6)	(2.1)
Number of respondents	373	98	98	48	242	131	103	109	161	259	62	49

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10B: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Student Enrollment	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in schools with low income student enrollment of:					
Less than 10%	21.4	8.3	18.9	17.3	16.9
	(4.9)	(2.7)	(5.6)	(6.1)	(6.2)
10% to 25%	24.1	16.2	11.9	16.5	26.1
	(5.1)	(3.6)	(4.6)	(6.0)	(7.2)
26% to 50%	33.6	47.6	40.7	42.0	36.5
	(5.7)	(4.9)	(7.0)	(8.0)	(7.9)
More than 50%	20.9	27.9	28.5	24 2	20.5
	(4.9)	(4.4)	(6.4)	(6.9)	(6.6)
Number of respondents	214	351	203	118	135
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*					
50% or less	7.1	44.7	32.8	20.8	8.1
	(3.5)	(6.2)	(8.9)	(8.5)	(5.0)
51% to 75%	17.6	11.1	4.9	10.0	28.4
	(5.1)	(3.9)	(4.1)	(6.3)	(8.3)
76% to 95%	52.9	29.5	34.2	53.3	46.2
	(6.7)	(5.7)	(9.0)	(10.5)	(9.2)
More than 95%	22.4	14.7	28.1	15.9	17.3
	(5.6)	(4.4)	(8.5)	(7.7)	(7.0)
Number of respondents	162	212	120	79	102
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*					
25% or less	27.5	94.9	63.1	40.1	39.1
	(6.1)	(2.7)	(9.0)	(10.3)	(8.8)
26% to 50%	35.9	5.1	18.1	34.8	29.2
	(6.5)	(2.7)	(7.2)	(10.0)	(8.2)
51% to 75%	32.2	0.0	15.9	22.3	27.4
	(6.3)	(0.0)	(6.8)	(8.8)	(8.0)
More than 75%	4.4	0.0	2.8	2.8	4.3
	(2.8)	(0.0)	(3.1)	(3.5)	(3.6)
Number of respondents	159	214	121	77	104

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 10C: STUDENT ENROLLMENT IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Student Enrollment	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with low income student enrollment of:									
Less than 10%	9.7	19.0	27.8	1.9	24.8	3.6	6.1	18.0	32.5
	(5.9)	(6.2)	(6.4)	(2.2)	(5.0)	(5.3)	(4.2)	(6.3)	(7.4)
10% to 25%	17.5	17.0	16.2	13.7	21.8	12.8	8.6	18.0	25.8
	(7.6)	(5.9)	(5.3)	(5.5)	(4.8)	(9.5)	(4.9)	(6.3)	(6.9)
26% to 50%	35.8	42.7	39.0	31.3	41.9	35.7	47.2	36.7	31.8
	(9.6)	(7.8)	(7.0)	(7.4)	(5.7)	(13.6)	(8.8)	(7.9)	(7.3)
More than 50%	37.0	21.3	17.1	53.1	11.5	47.8	38.1	27.3	10.0
	(9.7)	(6.4)	(5.4)	(8.0)	(3.7)	(14.1)	(8.6)	(7.3)	(4.7)
Number of respondents	99	134	183	102	326	37	116	148	171
Of students in schools serving 12th grade, percentage in schools with student graduation rate of:*									
50% or less	22.5	8.6	19.5	35.8	17.1	16.1	17.1	13.9	16.8
	(10.1)	(5.4)	(7.0)	(9.4)	(5.3)	(12.6)	(7.9)	(7.0)	(7.2)
51% to 75%	16.3	16.1	16.2	15.6	10.1	31.8	26.5	11.6	11.1
	(8.9)	(7.1)	(6.5)	(7.1)	(4.2)	(16.0)	(9.3)	(6.5)	(6.1)
76% to 95%	38.5	53.2	38.2	42.1	44.0	39.7	42.4	44.7	49.3
	(11.7)	(9.7)	(8.6)	(9.6)	(7.0)	(16.8)	(10.4)	(10.1)	(9.6)
More than 95%	22.7	22.1	26.0	6.5	28.7	12.4	14.1	29.8	22.8
	(10.1)	(8.1)	(7.7)	(4.8)	(6.3)	(11.3)	(7.3)	(9.3)	(8.1)
Number of respondents	72	86	115	72	214	25	88	97	98
Of students in schools serving 12th grade, percentage in schools with college (2- or 4-year) attendance rate of:*									
25% or less	52.3	43.9	40.4	76.3	43.8	42.4	53.9	39.0	43.4
	(11.9)	(9.8)	(7.9)	(8.4)	(6.7)	(17.4)	(10.6)	(9.8)	(8.7)
26% to 50%	24.3	34.4	23.7	11.8	28.9	28.0	23.6	35.6	20.7
	(10.2)	(9.4)	(6.9)	(6.4)	(6.1)	(15.8)	(9.1)	(9.7)	(7.1)
51% to 75%	21.9	18.9	27.9	9.2	22.9	29.7	20.0	22.6	29.0
	(9.8)	(7.7)	(7.2)	(5.7)	(5.7)	(16.1)	(8.5)	(8.4)	(8.0)
More than 75%	1.6	2.8	8.0	2.8	4.4	0.0	2.5	2.7	6.8
	(2.9)	(3.3)	(4.4)	(3.2)	(2.8)	(0.0)	(3.3)	(3.3)	(4.4)
Number of respondents	71	83	118	70	216	24	86	97	100

* See Appendix for percentage of youth that attended schools serving 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11A: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Staffing Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
For students in secondary schools, percentage in schools whose FTE special education staff included:												
Fewer than 5 professionals	19.5	7.0	7.3	49.2	18.6	21.3	30.5	14.3	14.4	17.2	22.7	31.2
	(3.2)	(2.7)	(3.2)	(10.1)	(4.0)	(5.2)	(7.1)	(5.4)	(3.9)	(3.6)	(7.9)	(11.2)
5 to 10 professionals	22.8	3.5	33.2	34.8	24.1	20.1	21.2	20.6	25.7	22.7	23.3	24.0
	(3.4)	(2.0)	(5.8)	(9.6)	(4.4)	(5.1)	(6.3)	(6.3)	(4.9)	(4.0)	(7.9)	(10.3)
11 to 25 professionals	26.6	40.4	33.8	9.9	25.6	28.5	19.1	32.0	28.7	28.3	30.0	8.8
	(3.5)	(5.3)	(5.9)	(6.0)	(4.5)	(5.7)	(6.1)	(7.2)	(5.1)	(4.3)	(8.6)	(6.8)
More than 25 professionals	31.1	49.1	25.8	6.2	31.7	30.0	29.2	33.1	31.2	31.9	24.0	36.0
	(3.7)	(5.4)	(5.4)	(4.9)	(4.8)	(5.8)	(7.1)	(7.3)	(5.2)	(4.5)	(8.0)	(11.6)
Number of respondents	582	167	153	67	367	215	164	169	249	414	99	65
For students in secondary schools, average ratio of secondary special education students to special education professionals	7.6	6.5	7.7	10.6	7.6	7.6	7.3	7.4	8.0	7.2	8.0	9.5
	(0.5)	(0.5)	(0.8)	(1.5)	(0.7)	(0.9)	(0.9)	(1.1)	(0.8)	(0.6)	(1.3)	(2.0)
Number of respondents	563	157	147	65	355	208	157	161	245	397	98	64
Percentage in schools with:												
Case managers for special ed. students	76.1	76.0	76.9	72.4	79.1	69.5	82.2	81.0	67.6	76.4	71.0	80.9
	(3.8)	(5.1)	(6.6)	(9.8)	(4.6)	(6.7)	(6.9)	(6.4)	(6.1)	(4.6)	(9.5)	(11.1)
Staff responsible for finding jobs for special ed. students	60.5	78.4	77.0	26.5	60.5	60.6	48.6	63.4	68.2	59.0	65.3	60.3
	(4.4)	(4.9)	(6.5)	(9.7)	(5.5)	(7.0)	(8.9)	(7.8)	(6.0)	(5.2)	(10.0)	(13.7)
Number of respondents	489	132	100	58	313	176	134	148	207	347	82	56
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*												
10% or less	52.3	49.2	30.9	66.2	54.0	48.6	66.1	56.0	38.5	56.3	45.3	40.8
	(6.6)	(8.5)	(10.1)	(11.2)	(8.3)	(10.6)	(12.3)	(12.8)	(9.0)	(8.2)	(14.2)	(19.0)
11% to 25%	8.2	16.9	8.5	3.6	7.3	10.2	6.2	6.0	11.4	6.6	12.3	8.4
	(3.6)	(6.4)	(6.1)	(4.4)	(4.4)	(6.5)	(6.3)	(6.1)	(5.9)	(4.1)	(9.4)	(10.7)
26% to 50%	13.3	8.5	28.4	7.0	15.8	7.7	7.6	16.5	15.9	11.9	5.8	32.2
	(4.5)	(4.7)	(9.8)	(6.0)	(6.1)	(5.7)	(6.9)	(9.5)	(6.7)	(5.3)	(6.6)	(18.0)
More than 50%	26.1	25.4	32.2	23.2	22.9	33.4	20.1	21.5	34.2	25.2	36.6	18.6
	(5.8)	(7.4)	(10.2)	(10.0)	(7.0)	(10.1)	(10.4)	(10.6)	(8.7)	(7.2)	(13.7)	(15.0)
Number of respondents	168	70	51	44	107	61	50	49	69	119	29	17

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11B: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Staffing Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
For students in secondary schools, percentage in schools whose FTE special education staff included:					
Fewer than 5 professionals	31.8	1.6	18.1	13.6	24.4
	(5.5)	(1.2)	(5.1)	(5.5)	(6.9)
5 to 10 professionals	33.7	6.7	24.6	21.1	25.7
	(5.6)	(2.3)	(5.8)	(6.6)	(7.0)
11 to 25 professionals	26.3	26.9	23.3	28.2	28.6
	(5.2)	(4.2)	(5.6)	(7.2)	(7.2)
More than 25 professionals	8.1	64.9	34.0	37.2	21.3
	(3.2)	(4.5)	(6.3)	(7.8)	(6.6)
Number of respondents	218	364	217	115	138
For students in secondary schools, average ratio of secondary special education students to special education professionals	10.8	3.2	5.7	7.9	9.3
	(0.8)	(0.2)	(0.7)	(1.1)	(1.1)
Number of respondents	203	360	210	112	132
Percentage in schools with:					
Case managers for special ed. students	79.9	70.4	72.1	77.4	80.4
	(5.3)	(4.9)	(6.9)	(7.5)	(6.9)
Staff responsible for finding jobs for special ed. students	49.3	77.4	49.7	72.8	59.7
	(6.6)	(4.4)	(7.6)	(7.9)	(8.5)
Number of respondents	166	323	168	102	123
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*					
10% or less	52.3	---	52.4	39.5	56.5
	(6.6)		(12.1)	(13.0)	(11.3)
11% to 25%	8.2	---	6.6	4.6	8.2
	(3.6)		(6.0)	(5.5)	(6.3)
26% to 50%	13.3	---	10.1	14.0	12.8
	(4.5)		(7.3)	(9.2)	(7.6)
More than 50%	26.1	---	30.9	42.0	22.5
	(5.8)		(11.2)	(13.1)	(9.5)
Number of respondents	168	0	44	35	63

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 11C: STAFFING CHARACTERISTICS OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Staffing Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
For students in secondary schools, percentage in schools whose FTE special education staff included:									
Fewer than 5 professionals	17.1	23.2	18.8	10.7	20.3	25.8	19.1	18.9	21.6
	(7.3)	(6.6)	(5.4)	(4.7)	(4.5)	(11.9)	(6.8)	(6.2)	(6.3)
5 to 10 professionals	23.8	32.7	20.2	13.5	25.2	34.7	32.4	26.9	18.5
	(8.2)	(7.3)	(5.5)	(5.2)	(4.8)	(13.0)	(8.1)	(7.1)	(6.0)
11 to 25 professionals	35.5	22.8	24.5	38.0	25.4	10.1	25.7	30.5	24.7
	(9.2)	(6.5)	(5.9)	(7.4)	(4.8)	(8.2)	(7.6)	(7.3)	(6.7)
More than 25 professionals	23.7	21.3	36.4	37.8	29.1	29.4	22.8	23.7	35.2
	(8.2)	(6.4)	(6.6)	(7.4)	(5.0)	(12.4)	(7.2)	(6.8)	(7.4)
Number of respondents	102	134	186	108	337	39	117	149	173
For students in secondary schools, average ratio of secondary special education students to special education professionals	8.1	7.3	7.4	6.1	7.4	7.7	8.4	6.8	7.8
	(1.2)	(0.9)	(1.0)	(0.9)	(0.7)	(1.4)	(1.0)	(1.0)	(1.1)
Number of respondents	99	128	179	101	329	39	113	142	168
Percentage in schools with:									
Case managers for special ed. students	73.7	72.6	83.7	79.9	73.8	82.8	77.0	77.1	74.6
	(9.5)	(7.6)	(5.9)	(7.1)	(5.3)	(11.1)	(8.6)	(6.9)	(7.7)
Staff responsible for finding jobs for special ed. students	53.9	50.6	67.2	60.7	62.3	45.6	48.5	53.8	68.6
	(10.7)	(8.4)	(7.4)	(8.6)	(5.8)	(14.7)	(10.2)	(8.1)	(8.0)
Number of respondents	85	121	155	82	290	34	97	130	148
Of students in schools with nondisabled students, percentage in schools whose portion of regular ed. staff receiving inservice training on special education was:*									
10% or less	64.1	51.7	39.0	58.7	42.8	77.5	66.7	47.5	40.5
	(14.4)	(11.2)	(12.0)	(13.9)	(8.9)	(16.1)	(12.3)	(11.3)	(14.0)
11% to 25%	6.4	3.5	16.9	6.8	6.8	7.8	6.0	4.8	11.7
	(7.3)	(4.1)	(9.2)	(7.1)	(4.5)	(10.4)	(6.2)	(4.8)	(9.2)
26% to 50%	15.4	8.4	17.3	5.3	15.5	10.6	10.9	19.3	4.4
	(10.9)	(6.2)	(9.3)	(6.3)	(6.5)	(11.9)	(8.2)	(8.9)	(5.9)
More than 50%	14.2	36.4	26.9	29.3	34.9	4.0	16.3	28.4	43.4
	(10.5)	(10.8)	(10.9)	(12.8)	(8.5)	(7.6)	(9.7)	(10.2)	(14.2)
Number of respondents	32	50	49	28	94	18	42	50	45

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

School Policies	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
MAINSTREAMING												
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	26.1	35.3	15.3	27.6	28.4	21.2	28.1	30.9	21.3	28.2	21.9	21.8
	(5.9)	(8.0)	(7.9)	(10.7)	(7.6)	(8.8)	(11.5)	(12.1)	(7.7)	(7.4)	(12.3)	(15.9)
Number of respondents	165	70	51	43	106	59	52	47	66	118	27	17
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*												
Special inservice training	35.1	32.4	70.4	15.2	35.0	35.5	27.5	41.0	38.1	39.3	20.9	26.9
	(6.4)	(7.9)	(10.0)	(8.6)	(8.0)	(10.3)	(11.4)	(12.9)	(9.1)	(8.1)	(12.1)	(17.1)
Consultation services	99.3	100	97.4	100	99.5	98.8	97.9	100	100	98.9	100	100
	(1.1)	(0.0)	(3.5)	(0.0)	(1.2)	(2.3)	(3.7)	(0.0)	(0.0)	(1.7)	(0.0)	(0.0)
Special materials	62.2	55.9	93.1	46.9	58.1	71.2	63.7	62.3	60.9	67.1	42.2	60.5
	(6.5)	(8.4)	(5.5)	(12.0)	(8.3)	(9.7)	(12.3)	(12.7)	(9.2)	(7.7)	(14.7)	(18.9)
Classroom aides	51.0	49.1	57.2	48.4	54.1	44.4	35.4	51.1	64.8	43.2	60.4	73.3
	(6.7)	(8.4)	(10.8)	(12.0)	(8.4)	(10.6)	(12.2)	(13.1)	(9.0)	(8.2)	(14.5)	(17.1)
Reduced class size	10.9	7.2	23.7	5.0	9.9	13.0	4.6	10.6	16.5	9.4	14.0	10.3
	(4.2)	(4.3)	(9.3)	(5.2)	(5.0)	(7.2)	(5.4)	(8.1)	(7.0)	(4.8)	(10.3)	(11.8)
None of these	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	165	70	51	43	106	59	52	47	66	118	27	17
GRADING												
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*												
On same standard as regular education students	53.6	75.8	40.1	50.8	57.7	44.2	61.4	45.9	51.2	51.1	69.2	41.7
	(7.2)	(7.8)	(11.5)	(12.9)	(8.9)	(11.7)	(13.5)	(14.4)	(9.9)	(9.0)	(15.0)	(19.0)
On different standard	37.0	19.8	53.8	36.4	33.1	45.9	32.2	46.8	35.6	40.1	18.4	48.8
	(7.0)	(7.3)	(11.7)	(12.5)	(8.5)	(11.8)	(12.9)	(14.4)	(9.5)	(8.8)	(12.6)	(19.3)
Did not grade mainstreamed students	9.4	4.4	6.1	12.8	9.2	9.9	6.4	7.4	13.2	8.8	12.4	9.5
	(4.2)	(3.8)	(5.6)	(8.6)	(5.2)	(7.1)	(6.8)	(7.5)	(6.7)	(5.1)	(10.7)	(11.3)
Number of respondents	143	61	45	34	93	50	43	40	60	100	23	17

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

School Policies	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
MAINSTREAMING					
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	26.1	---	19.5	37.3	32.1
	(5.9)		(9.9)	(12.9)	(10.7)
Number of respondents	165	0	42	34	62
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*					
Special inservice training	35.1	---	29.9	36.7	40.8
	(6.4)		(11.5)	(12.8)	(11.3)
Consultation services	99.3	---	100	97.6	100
	(1.1)		(0.0)	(4.1)	(0.0)
Special materials	62.2	---	51.4	60.6	67.1
	(6.5)		(12.5)	(13.0)	(10.8)
Classroom aides	51.0	---	52.0	42.1	46.5
	(6.7)		(12.5)	(13.2)	(11.5)
Reduced class size	10.9	---	5.2	18.4	9.2
	(4.2)		(5.6)	(10.3)	(6.6)
None of these	0.0	---	0.0	0.0	0.0
	(0.0)		(0.0)	(0.0)	(0.0)
Number of respondents	165	0	42	34	62
GRADING					
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*					
On same standard as regular education students	53.6	---	45.2	53.0	62.2
	(7.2)		(13.3)	(13.9)	(12.2)
On different standard	37.0	---	38.8	42.0	28.2
	(7.0)		(13.0)	(13.7)	(11.3)
Did not grade mainstreamed students	9.4	---	16.0	5.0	9.5
	(4.2)		(9.8)	(6.0)	(7.4)
Number of respondents	143	0	37	31	52

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
MAINSTREAMING									
Of students in schools with nondisabled students, percentage in schools that expected mainstreamed students to keep up without special help*	12.9	38.9	30.8	25.6	31.6	16.6	11.7	29.9	47.3
	(10.2)	(11.1)	(11.5)	(12.3)	(8.4)	(14.7)	(8.7)	(10.4)	(14.1)
Number of respondents	31	49	47	28	91	17	40	49	45
Of students in schools with nondisabled students, percentage in schools that gave teachers with mainstreamed students:*									
Special inservice training	24.4	35.2	55.4	30.2	42.2	20.1	20.4	49.5	37.3
	(13.1)	(10.8)	(12.4)	(13.0)	(9.0)	(15.8)	(10.9)	(11.4)	(13.7)
Consultation services	100	100	100	100	99.4	100	100	100	98.5
	(0.0)	(0.0)	(0.0)	(0.0)	(1.4)	(0.0)	(0.0)	(0.0)	(3.5)
Special materials	67.1	53.9	65.2	55.9	69.1	30.3	43.9	74.2	61.5
	(14.3)	(11.3)	(11.9)	(14.0)	(8.4)	(18.2)	(13.4)	(9.9)	(13.8)
Classroom aides	64.2	34.2	58.2	40.2	56.8	23.4	54.6	43.8	47.1
	(14.6)	(10.8)	(12.3)	(13.8)	(9.0)	(16.7)	(13.5)	(11.3)	(14.1)
Reduced class size	0.0	8.9	23.5	3.1	14.1	0.0	2.2	10.5	17.5
	(0.0)	(6.4)	(10.5)	(4.9)	(6.3)	(0.0)	(3.9)	(7.0)	(10.7)
None of these	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	31	49	47	28	91	17	40	49	45
GRADING									
Of students in schools with nondisabled students, percentage in schools that graded mainstreamed students:*									
On same standard as regular education students	46.7	57.9	64.2	79.6	52.3	47.1	44.5	60.0	60.7
	(16.0)	(11.9)	(14.1)	(12.6)	(9.7)	(20.7)	(14.4)	(12.1)	(14.8)
On different standard	44.8	29.3	31.4	20.4	42.7	14.1	39.3	33.8	31.0
	(15.9)	(11.0)	(13.7)	(12.6)	(9.6)	(14.4)	(14.2)	(11.6)	(14.1)
Did not grade mainstreamed students	8.5	12.8	4.3	0.0	5.1	38.7	16.3	6.2	8.2
	(8.9)	(8.1)	(6.0)	(0.0)	(4.3)	(20.2)	(10.7)	(5.9)	(8.4)
Number of respondents	28	44	36	23	80	16	34	42	40

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Continued)

School Policies	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
GRADING (CONCLUDED)												
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*												
On same standard as regular classes	33.6	31.7	14.2	46.8	29.2	42.9	43.0	17.8	35.0	31.3	41.6	31.8
	(6.4)	(8.2)	(7.5)	(12.2)	(7.7)	(10.8)	(13.1)	(10.3)	(8.9)	(7.8)	(14.4)	(18.1)
On standard different from regular classes	57.5	65.5	80.0	40.3	61.2	49.9	47.7	75.5	55.3	59.0	51.5	59.6
	(6.7)	(8.4)	(8.5)	(12.0)	(8.3)	(11.0)	(13.3)	(11.6)	(9.2)	(8.3)	(14.6)	(19.1)
Did not give grades for special education classes	8.9	2.7	5.8	12.8	9.7	7.2	9.3	6.7	9.7	9.7	6.9	8.6
	(3.8)	(2.9)	(5.0)	(8.2)	(5.0)	(5.7)	(7.7)	(6.8)	(5.5)	(5.0)	(7.4)	(10.9)
Number of respondents	160	64	51	42	103	57	49	44	67	113	28	16
PRIMARY SCHOOL FUNCTION												
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**												
Academic skills	32.2	38.0	31.1	35.7	29.2	39.1	31.3	26.1	37.1	30.3	50.1	17.2
	(4.7)	(6.8)	(7.8)	(10.8)	(5.6)	(8.1)	(9.2)	(8.0)	(7.0)	(5.4)	(12.3)	(11.9)
Independent living skills	58.7	46.8	63.6	53.3	61.2	53.0	55.3	64.1	57.7	59.3	46.3	73.2
	(4.9)	(7.0)	(8.1)	(11.3)	(6.0)	(8.3)	(9.8)	(8.8)	(7.2)	(5.8)	(12.2)	(13.9)
Skills for employment	9.1	15.2	5.3	11.0	9.6	7.9	13.4	9.8	5.2	10.4	3.7	9.6
	(2.9)	(5.0)	(3.8)	(7.1)	(3.7)	(4.5)	(6.7)	(5.4)	(3.2)	(3.6)	(4.6)	(9.3)
Number of respondents	415	99	86	55	269	146	116	124	175	302	64	47
SUSPENSION/EXPULSION												
Percentage in schools in which special education students:												
Could not be suspended or expelled	24.9	21.7	27.0	22.5	26.2	22.1	21.5	30.1	24.1	24.3	25.9	29.6
	(3.9)	(5.0)	(6.8)	(10.1)	(5.1)	(6.0)	(7.4)	(7.5)	(5.6)	(4.6)	(9.5)	(13.1)
Could only be suspended	24.1	26.2	26.0	24.4	25.6	20.6	21.1	35.4	18.1	27.6	17.7	10.0
	(3.9)	(5.3)	(6.7)	(10.3)	(5.0)	(5.8)	(7.4)	(7.9)	(5.0)	(4.8)	(8.2)	(8.6)
Could only be expelled	18.9	22.7	20.9	13.2	18.3	20.1	17.0	15.0	23.5	15.2	21.3	35.8
	(3.6)	(5.1)	(6.2)	(8.2)	(4.5)	(5.8)	(6.8)	(5.9)	(5.5)	(3.9)	(8.8)	(13.8)
Could be both suspended and expelled	32.1	29.3	26.1	39.9	29.8	37.2	40.4	19.6	34.3	33.0	35.1	24.6
	(4.3)	(5.5)	(6.7)	(11.8)	(5.3)	(6.9)	(8.9)	(6.5)	(6.2)	(5.1)	(10.3)	(12.4)
Number of respondents	483	131	103	52	311	172	133	147	203	343	80	56

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.
** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Continued)

School Policies	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
GRADING (CONCLUDED)					
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*					
On same standard as regular classes	33.6	---	42.5	28.3	28.6
	(6.4)		(12.2)	(12.0)	(10.8)
On standard different from regular classes	57.5	---	46.2	60.4	62.2
	(6.7)		(12.3)	(13.0)	(11.6)
Did not give grades for special education classes	8.9	---	11.4	11.2	9.2
	(3.8)		(7.8)	(8.4)	(7.0)
Number of respondents	160	0	43	34	58
PRIMARY SCHOOL FUNCTION					
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**					
Academic skills	43.6	12.3	41.2	30.1	30.8
	(7.0)	(4.0)	(8.9)	(9.4)	(8.4)
Independent living skills	50.9	72.2	53.9	57.3	54.4
	(7.1)	(5.4)	(9.0)	(10.1)	(9.1)
Skills for employment	5.5	15.5	5.0	12.6	14.8
	(3.2)	(4.4)	(3.9)	(6.8)	(6.5)
Number of respondents	145	270	132	87	111
SUSPENSION/EXPULSION					
Percentage in schools in which special education students:					
Could not be suspended or expelled	23.5	27.0	27.2	26.3	24.1
	(5.7)	(4.8)	(7.1)	(7.9)	(7.6)
Could only be suspended	26.3	20.8	24.7	26.6	26.5
	(5.9)	(4.3)	(6.9)	(7.9)	(7.8)
Could only be expelled	17.7	20.6	18.2	16.7	10.3
	(5.2)	(4.3)	(6.1)	(6.7)	(5.4)
Could be both suspended and expelled	32.5	31.5	29.9	30.4	39.2
	(6.3)	(5.0)	(7.3)	(8.3)	(8.7)
Number of respondents	166	317	161	104	121

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.
** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Continued)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
GRADING (CONCLUDED)									
Of students in schools with non-disabled students, percentage in schools that graded special education classes:*									
On same standard as regular classes	39.1	31.3	28.9	40.8	33.6	34.1	42.5	30.3	26.1
	(15.1)	(10.6)	(10.9)	(14.5)	(8.5)	(19.2)	(13.5)	(10.6)	(12.3)
On standard different from regular classes	54.4	54.2	69.6	59.2	62.0	26.8	44.6	60.9	66.8
	(15.4)	(11.3)	(11.1)	(14.5)	(8.7)	(17.9)	(13.6)	(11.3)	(13.2)
Did not give grades for special education classes	6.5	14.5	1.5	0.0	4.4	39.1	12.8	8.8	7.1
	(7.6)	(8.0)	(3.0)	(0.0)	(3.7)	(19.7)	(9.1)	(6.5)	(7.2)
Number of respondents	29	48	46	26	93	15	38	48	45
PRIMARY SCHOOL FUNCTION									
Of students in schools with learning handicapped youth, percentage in schools whose primary intent relative to such students was training in:**									
Academic skills	31.6	48.2	25.7	43.5	37.8	4.2	40.4	34.0	33.4
	(10.8)	(9.5)	(7.7)	(10.5)	(6.3)	(7.6)	(11.7)	(8.0)	(9.5)
Independent living skills	61.3	43.6	55.6	46.1	50.8	93.9	52.7	58.1	47.0
	(11.3)	(9.5)	(8.8)	(10.5)	(6.5)	(9.1)	(11.9)	(8.3)	(10.0)
Skills for employment	7.1	8.2	18.7	10.4	11.4	1.9	6.9	7.9	19.7
	(6.0)	(5.2)	(6.9)	(6.5)	(4.1)	(5.2)	(6.1)	(4.6)	(8.0)
Number of respondents	76	96	132	65	254	21	79	115	123
SUSPENSION/EXPULSION									
Percentage in schools in which special education students:									
Could not be suspended or expelled	22.3	25.2	28.3	34.4	24.1	26.5	32.0	25.5	23.1
	(9.3)	(7.5)	(7.2)	(8.6)	(5.2)	(15.1)	(10.3)	(7.2)	(7.3)
Could only be suspended	30.6	22.4	27.0	22.6	27.2	20.7	21.5	21.5	34.7
	(10.3)	(7.2)	(7.1)	(7.5)	(5.4)	(13.9)	(9.1)	(6.7)	(8.2)
Could only be expelled	15.3	12.2	15.3	15.2	14.9	12.4	10.5	12.6	16.5
	(8.1)	(5.6)	(5.8)	(6.5)	(4.3)	(11.3)	(6.8)	(5.5)	(6.4)
Could be both suspended and expelled	31.8	40.2	29.4	27.8	33.8	40.4	36.0	40.4	25.7
	(10.5)	(8.4)	(7.3)	(8.1)	(5.7)	(16.8)	(10.6)	(8.1)	(7.5)
Number of respondents	82	118	155	80	290	29	90	129	152

* See Table 9 for percentage of youth in schools other than special schools that served only disabled students.
** See Appendix for percentage of youth in schools that served learning handicapped students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12A: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

School Policies	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
SUSPENSION/EXPULSION (CONCLUDED)												
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	86.3	81.4	92.8	82.1	85.0	88.8	81.4	85.9	90.3	84.5	84.5	98.4
	(3.3)	(5.1)	(4.0)	(8.5)	(4.4)	(4.9)	(7.4)	(6.4)	(4.1)	(4.2)	(8.2)	(3.9)
Number of respondents	392	114	98	57	253	139	115	110	167	283	65	41
GRADUATION												
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*												
Special ed. students meet same standards as regular students	86.8	81.8	83.1	94.2	91.2	77.9	74.1	96.3	91.3	83.4	89.7	98.6
	(4.7)	(7.1)	(8.6)	(6.6)	(4.9)	(9.6)	(12.7)	(4.4)	(5.5)	(6.5)	(8.8)	(4.8)
Students pass a minimum competency test	13.2	18.2	16.9	5.8	8.8	22.1	25.9	3.7	8.7	16.6	10.3	1.4
	(4.7)	(7.1)	(8.6)	(6.6)	(4.9)	(9.6)	(12.7)	(4.4)	(5.5)	(6.5)	(8.8)	(4.8)
Number of respondents	140	61	45	31	89	51	39	41	60	98	24	15
Of students in schools that required minimum competency tests for graduation, percentage in schools whose special education students were:**												
Exempt from such tests	1.1	0.0	1.8	2.3	0.0	3.0	1.4	0.0	1.8	1.6	0.0	0.0
	(1.4)	(0.0)	(2.9)	(4.7)	(0.0)	(3.4)	(3.4)	(0.0)	(2.7)	(2.1)	(0.0)	(0.0)
Held to same testing procedures/ standards as other students	51.6	62.4	41.6	42.1	54.5	46.7	57.1	60.6	39.3	55.6	38.2	35.7 •
	(6.7)	(9.0)	(11.4)	(16.3)	(8.9)	(10.1)	(14.4)	(9.4)	(9.9)	(8.1)	(15.2)	(18.5)
Given extra help in taking the test	50.7	40.0	47.3	64.2	52.4	48.1	42.3	57.5	53.0	51.4	50.6	54.7
	(6.7)	(9.1)	(11.5)	(15.8)	(8.9)	(10.1)	(14.4)	(9.5)	(10.1)	(8.2)	(15.6)	(19.2)
Given a modified test	23.0	31.3	19.7	10.2	21.9	24.8	7.0	30.4	31.5	18.3	48.4	20.8
	(5.7)	(8.6)	(9.2)	(10.0)	(7.4)	(8.7)	(7.4)	(8.8)	(9.4)	(6.3)	(15.6)	(15.7)
Allowed to meet different standards	3.9	3.3	10.0	0.0	3.7	4.2	3.3	6.8	2.1	2.2	9.9	6.8
	(2.6)	(3.3)	(6.9)	(0.0)	(3.4)	(4.0)	(5.2)	(4.8)	(2.9)	(2.4)	(9.3)	(9.8)
Number of respondents	175	52	40	31	103	72	45	64	65	126	27	18

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.
** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12B: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

School Policies	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
SUSPENSION/EXPULSION (CONCLUDED)					
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	85.3	88.1	80.8	88.3	86.0
	(4.7)	(3.9)	(6.7)	(6.1)	(6.4)
Number of respondents	167	225	126	83	109
GRADUATION					
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*					
Special ed. students meet same standards as regular students	86.8	---	79.4	84.8	92.1
	(4.7)		(10.8)	(10.5)	(6.3)
Students pass a minimum competency test	13.2	---	20.6	15.2	7.9
	(4.7)		(10.8)	(10.5)	(6.3)
Number of respondents	140	0	35	29	55
Of students in schools that required minimum compentency tests for graduation, percentage in schools whose special education students were:**					
Exempt from such tests	1.9	0.0	2.2	2.1	0.0
	(2.7)	(0.0)	(3.2)	(3.8)	(0.0)
Held to same testing procedures/ standards as other students	56.8	44.6	49.2	44.0	57.1
	(10.0)	(8.2)	(10.9)	(12.8)	(12.9)
Given extra help in taking the test	39.0	66.5	55.2	61.2	42.8
	(9.8)	(7.7)	(10.8)	(12.6)	(12.9)
Given a modified test	15.9	32.5	23.6	23.4	19.3
	(7.4)	(7.7)	(9.2)	(10.9)	(10.3)
Allowed to meet different standards	3.6	4.2	1.2	9.7	2.5
	(3.8)	(3.3)	(2.4)	(7.6)	(4.1)
Number of respondents	70	101	59	36	48

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.
** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 12C: POLICIES OF SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

School Policies	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
SUSPENSION/EXPULSION (CONCLUDED)									
Of youth in schools that could suspend or expel special ed. students, percentage in schools that did not arrange alternative placements for suspended/expelled students	93.4	77.5	82.9	79.1	83.3	95.5	88.1	78.7	86.0
	(5.7)	(7.4)	(6.3)	(7.9)	(4.8)	(6.5)	(7.0)	(7.1)	(6.6)
Number of respondents	72	99	121	73	223	30	81	104	118
GRADUATION									
Of students in schools with 12th grade, percentage in schools that required for a regular diploma that:*									
Special ed. students meet same standards as regular students	83.0	86.7	88.8	75.0	89.3	87.9	85.6	86.5	89.2
	(12.4)	(8.0)	(8.3)	(13.8)	(5.5)	(12.8)	(10.4)	(8.2)	(7.9)
Students pass a minimum competency test	17.0	13.3	11.2	25.0	10.7	12.1	14.4	13.5	10.8
	(12.4)	(8.0)	(8.3)	(13.8)	(5.5)	(12.8)	(10.4)	(8.2)	(7.9)
Number of respondents	25	42	42	22	80	17	35	42	40
Of students in schools that required minimum competency tests for graduation, percentage in schools whose special education students were:**									
Exempt from such tests	2.3	1.6	0.0	0.0	2.1	---	1.8	0.0	2.5
	(4.6)	(3.0)	(0.0)	(0.0)	(2.3)		(4.5)	(0.0)	(3.4)
Held to same testing procedures/ standards as other students	64.1	47.3	42.7	54.3	41.9	---	57.0	52.4	44.3
	(14.7)	(11.6)	(11.4)	(13.5)	(7.9)		(16.7)	(12.0)	(10.8)
Given extra help in taking the test	40.6	50.3	59.3	38.2	64.2	---	47.8	42.9	60.2
	(15.0)	(11.7)	(11.3)	(13.1)	(7.7)		(16.8)	(11.9)	(10.6)
Given a modified test	14.3	22.5	32.6	27.3	24.4	---	21.9	14.9	25.2
	(10.7)	(9.7)	(10.8)	(12.0)	(6.9)		(13.9)	(8.5)	(9.4)
Allowed to meet different standards	4.3	2.7	3.2	9.2	3.3	---	8.3	3.1	1.3
	(6.2)	(3.8)	(4.1)	(7.8)	(2.9)		(9.3)	(4.1)	(2.5)
Number of respondents	32	39	59	31	102	14	34	42	60

* See Appendix for percentage of youth in schools with 12th grade that served nondisabled students.
** See Appendix for percentage of youth in schools with 12th grade and nondisabled students that required minimum competency tests for graduation.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Coordination Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	64.6	58.1	62.4	77.9	65.5	62.9	69.5	61.0	63.1	60.8	65.2	85.8
	(5.0)	(6.9)	(8.6)	(10.0)	(6.2)	(8.0)	(9.6)	(8.9)	(7.3)	(6.0)	(12.0)	(11.5)
Number of respondents	400	97	80	52	258	142	112	122	166	290	62	45
Percentage in schools with at least monthly contact with:												
State vocational rehabilitation agency (VR)	27.6	15.4	43.4	12.9	30.4	21.5	21.0	27.8	32.2	27.1	18.4	44.7
	(3.9)	(4.3)	(7.7)	(7.6)	(5.1)	(5.8)	(7.4)	(6.6)	(6.1)	(4.6)	(8.2)	(13.8)
State developmental disabilities agency	23.4	25.5	38.1	0.0	25.8	18.4	19.2	22.1	27.9	24.4	21.7	16.7
	(4.1)	(5.5)	(7.6)	(0.0)	(5.4)	(5.9)	(7.7)	(7.2)	(6.3)	(4.9)	(9.6)	(12.0)
Vocational schools	31.9	28.1	40.5	30.3	34.8	26.1	29.8	34.8	31.5	31.6	24.5	44.9
	(4.3)	(5.6)	(7.9)	(11.8)	(5.6)	(6.2)	(8.5)	(7.3)	(6.4)	(5.0)	(9.7)	(14.7)
Colleges	9.6	13.1	5.9	4.7	9.9	8.8	12.0	6.4	9.8	10.1	8.5	3.0
	(2.7)	(4.4)	(3.7)	(5.5)	(3.5)	(4.2)	(6.3)	(3.5)	(4.2)	(3.3)	(6.4)	(5.0)
Mental health agencies	34.2	33.4	40.5	22.5	35.5	31.3	26.9	35.1	39.2	32.6	36.1	39.8
	(4.3)	(5.8)	(7.7)	(9.2)	(5.5)	(6.6)	(8.1)	(7.9)	(6.5)	(5.1)	(10.3)	(14.0)
Social service agencies	39.5	37.4	45.9	28.3	42.5	32.7	31.6	40.2	44.9	36.4	43.6	51.7
	(4.5)	(5.9)	(7.8)	(10.1)	(5.7)	(6.6)	(8.7)	(8.0)	(6.6)	(5.2)	(10.6)	(14.3)
Number of respondents	443	110	94	44	283	160	116	137	187	314	73	50

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Coordination Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	80.1	27.7	57.8	69.0	71.0
	(5.5)	(5.4)	(9.4)	(9.5)	(8.6)
Number of respondents	156	244	124	85	110
Percentage in schools with at least monthly contact with:					
State vocational rehabilitation agency (VR)	27.6	27.5	24.9	31.6	27.4
	(5.9)	(4.7)	(6.7)	(8.3)	(7.6)
State developmental disabilities agency	17.2	31.4	23.4	25.8	20.6
	(5.7)	(5.0)	(6.9)	(8.3)	(7.8)
Vocational schools	41.1	21.1	19.5	32.4	42.5
	(7.1)	(4.3)	(6.3)	(8.6)	(9.0)
Colleges	9.6	9.5	11.1	8.8	8.2
	(4.3)	(3.1)	(5.0)	(5.3)	(5.0)
Mental health agencies	36.0	31.8	31.7	45.5	36.0
	(6.6)	(4.9)	(7.2)	(9.1)	(8.5)
Social service agencies	38.8	40.6	38.3	42.5	41.3
	(6.7)	(5.2)	(7.5)	(9.1)	(8.8)
Number of respondents	130	309	151	96	110

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13C: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Coordination Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with mildly learning impaired students, percentage in schools whose curriculum for such students was coordinated with/parallel to the regular ed. curriculum*	60.4	77.6	60.3	65.6	63.6	77.2	66.6	69.9	60.7
	(11.3)	(8.4)	(9.0)	(9.5)	(6.6)	(18.4)	(11.3)	(8.2)	(10.5)
Number of respondents	78	93	122	70	240	19	84	109	113
Percentage in schools with at least monthly contact with:									
State vocational rehabilitation agency (VR)	28.2	20.2	33.7	24.6	31.6	14.4	18.1	31.8	31.6
	(9.7)	(6.7)	(7.6)	(7.4)	(5.4)	(10.4)	(7.9)	(7.6)	(7.4)
State developmental disabilities agency	26.6	13.5	28.1	33.8	21.8	26.1	22.2	24.6	18.3
	(10.6)	(6.4)	(7.4)	(8.7)	(5.3)	(15.1)	(9.5)	(7.7)	(7.1)
Vocational schools	40.2	22.7	36.1	34.9	32.6	15.7	29.7	37.6	30.1
	(11.0)	(7.5)	(7.8)	(8.6)	(5.6)	(12.3)	(10.1)	(8.2)	(7.5)
Colleges	11.4	4.5	11.9	12.1	9.2	5.7	9.7	4.2	12.6
	(7.1)	(3.7)	(5.3)	(6.1)	(3.4)	(8.0)	(6.7)	(3.4)	(5.3)
Mental health agencies	33.5	30.1	39.5	38.4	35.3	37.7	32.8	41.0	31.4
	(10.5)	(7.9)	(7.8)	(8.6)	(5.8)	(14.6)	(10.0)	(8.1)	(8.2)
Social service agencies	37.3	35.1	43.4	42.2	41.5	39.7	34.9	44.9	38.2
	(10.8)	(8.2)	(7.9)	(8.7)	(6.0)	(14.4)	(10.0)	(8.1)	(8.6)
Number of respondents	76	107	145	71	272	28	87	117	136

* See Appendix for percentage of youth who attended schools that served nondisabled and mildly learning impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13A: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Coordination Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*												
Referrals of special education students to VR	80.3	82.1	77.1	95.3	81.9	76.9	76.0	81.5	82.8	78.4	84.7	83.8
	(3.6)	(4.9)	(6.7)	(5.1)	(4.3)	(6.3)	(7.9)	(5.6)	(5.0)	(4.4)	(7.3)	(10.2)
VR staff involvement in writing IEPs	33.0	13.2	50.8	34.9	33.8	31.2	26.6	33.0	37.8	33.3	28.7	36.1
	(4.2)	(4.3)	(8.0)	(11.5)	(5.3)	(6.9)	(8.2)	(6.8)	(6.4)	(5.1)	(9.2)	(13.2)
VR staff being assigned to ongoing work in the school	39.7	31.9	48.8	33.1	42.5	33.6	37.8	40.5	40.6	42.2	29.6	42.3
	(4.4)	(5.9)	(8.0)	(11.4)	(5.5)	(7.0)	(9.0)	(7.1)	(6.5)	(5.3)	(9.3)	(13.6)
VR and school staff collaboration in developing programs	41.0	21.3	55.8	40.8	41.1	40.8	41.5	44.1	38.5	43.5	30.4	42.7
	(4.4)	(5.2)	(8.0)	(11.9)	(5.5)	(7.3)	(9.1)	(7.1)	(6.5)	(5.3)	(9.3)	(13.6)
No VR contact or no action taken	13.1	16.1	18.5	3.9	11.8	15.8	16.2	11.5	11.7	14.2	9.9	11.6
	(3.0)	(4.7)	(6.2)	(4.7)	(3.6)	(5.4)	(6.8)	(4.6)	(4.3)	(3.7)	(6.0)	(8.8)
Number of respondents	458	122	93	47	294	164	121	139	198	322	77	55
Percentage in schools that usually or always:												
When students changed schools:												
Transferred IEPs	20.2	28.6	10.3	18.2	20.8	18.8	28.1	18.2	15.5	24.0	18.2	1.8
	(3.7)	(5.5)	(4.7)	(8.5)	(4.7)	(5.7)	(8.3)	(6.3)	(4.8)	(4.6)	(8.2)	(3.7)
Transferred files	20.2	28.6	10.3	18.2	20.8	18.7	28.1	18.1	15.5	24.0	18.2	1.8
	(3.7)	(5.5)	(4.7)	(8.5)	(4.7)	(5.7)	(8.3)	(6.3)	(4.8)	(4.6)	(8.2)	(3.7)
Discussed student needs with other schools' staff	15.1	20.2	9.2	11.0	16.1	12.9	21.1	14.8	10.7	20.5	2.6	1.8
	(3.3)	(4.9)	(4.5)	(6.8)	(4.2)	(4.9)	(7.6)	(5.8)	(4.1)	(4.4)	(3.4)	(3.7)
When students became clients of service agencies:												
Sent files to agencies	17.3	24.4	10.3	14.2	18.0	15.6	25.8	11.2	14.8	19.8	18.4	1.8
	(3.5)	(5.2)	(4.8)	(7.6)	(4.4)	(5.3)	(8.0)	(5.2)	(4.7)	(4.4)	(8.3)	(3.7)
Discussed student needs with agency staff	14.7	20.8	10.3	9.2	15.3	13.2	19.6	10.7	13.5	18.5	8.2	1.8
	(3.2)	(5.0)	(4.8)	(6.3)	(4.2)	(5.0)	(7.3)	(5.1)	(4.6)	(4.3)	(5.9)	(3.7)
Number of respondents	481	128	96	58	309	172	131	146	204	341	80	56

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13B: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Coordination Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*					
Referrals of special education students to VR	91.3	67.0	75.5	74.3	91.6
	(3.9)	(5.0)	(6.7)	(8.5)	(4.8)
VR staff involvement in writing IEPs	39.0	25.7	33.4	36.8	31.0
	(6.7)	(4.6)	(7.3)	(9.3)	(8.0)
VR staff being assigned to ongoing work in the school	40.0	39.3	32.0	55.3	44.4
	(6.7)	(5.2)	(7.2)	(9.6)	(8.5)
VR and school staff collaboration in developing programs	44.7	36.5	37.0	42.5	45.5
	(6.8)	(5.1)	(7.5)	(9.6)	(8.6)
No VR contact or no action taken	6.2	21.3	18.7	12.7	4.9
	(3.3)	(4.3)	(6.0)	(6.4)	(3.7)
Number of respondents	143	315	155	96	114
Percentage in schools that usually or always:					
When students changed schools:					
Transferred IEPs	19.4	21.4	26.5	21.7	20.3
	(5.3)	(4.4)	(7.0)	(7.5)	(7.0)
Transferred files	19.4	21.3	26.5	21.7	20.3
	(5.3)	(4.4)	(7.0)	(7.5)	(7.0)
Discussed student needs with other schools' staff	12.2	19.5	18.4	15.0	17.2
	(4.4)	(4.3)	(6.1)	(6.5)	(6.5)
When students became clients of service agencies:					
Sent files to agencies	15.7	19.6	21.7	21.6	17.4
	(4.9)	(4.3)	(6.6)	(7.6)	(6.6)
Discussed student needs with agency staff	11.1	19.9	17.2	17.4	16.7
	(4.3)	(4.3)	(6.0)	(7.0)	(6.6)
Number of respondents	162	318	163	101	121

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 13C: COORDINATION IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Coordination Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools serving 12th grade, percentage in schools whose staff contacts with the state VR agency resulted in:*									
Referrals of special education students to VR	85.8	83.4	79.5	73.7	82.3	77.2	82.4	81.5	83.1
	(7.7)	(6.3)	(6.7)	(8.3)	(4.4)	(12.8)	(8.2)	(6.4)	(5.9)
VR staff involvement in writing IEPs	29.9	35.7	37.3	23.1	40.6	12.7	22.6	36.6	41.1
	(10.1)	(8.1)	(8.0)	(7.9)	(5.7)	(10.1)	(9.0)	(8.0)	(7.7)
VR staff being assigned to ongoing work in the school	45.2	35.8	48.1	32.1	47.9	18.6	37.3	39.4	51.9
	(10.9)	(8.1)	(8.3)	(8.8)	(5.8)	(11.8)	(10.4)	(8.1)	(7.8)
VR and school staff collaboration in developing programs	44.4	37.0	45.1	32.0	48.7	17.7	34.5	40.9	50.2
	(10.9)	(8.2)	(8.2)	(8.7)	(5.8)	(11.6)	(10.3)	(8.1)	(7.8)
No VR contact or no action taken	8.3	11.0	15.8	20.1	9.6	21.5	10.2	13.5	12.1
	(6.1)	(5.3)	(6.0)	(7.5)	(3.4)	(12.5)	(6.5)	(5.6)	(5.1)
Number of respondents	77	110	148	75	273	32	89	123	141
Percentage in schools that usually or always:									
When students changed schools:									
Transferred IEPs	9.0	32.0	24.2	32.1	23.7	8.1	14.9	26.3	26.6
	(6.4)	(7.9)	(6.9)	(8.1)	(5.2)	(8.2)	(7.6)	(7.2)	(7.7)
Transferred files	9.0	32.0	24.1	32.1	23.7	8.1	14.9	26.3	26.5
	(6.4)	(7.9)	(6.9)	(8.1)	(5.2)	(8.2)	(7.6)	(7.2)	(7.7)
Discussed student needs with other schools' staff	7.5	20.7	21.2	21.6	17.8	8.1	7.4	21.4	20.6
	(5.9)	(6.8)	(6.6)	(7.2)	(4.7)	(8.2)	(5.6)	(6.7)	(7.0)
When students became clients of service agencies:									
Sent files to agencies	9.1	26.1	21.3	26.6	20.0	8.3	13.7	25.5	19.5
	(6.4)	(7.4)	(6.7)	(7.7)	(4.9)	(8.5)	(7.3)	(7.2)	(6.9)
Discussed student needs with agency staff	9.1	19.3	21.6	21.2	17.1	8.3	8.8	22.5	18.2
	(6.4)	(6.7)	(6.7)	(7.2)	(4.6)	(8.5)	(6.0)	(7.0)	(6.7)
Number of respondents	81	121	152	79	288	31	94	127	150

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14A: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH MULTIPLE HANDICAPS

Programming Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools with 12th grade, percentage in schools that usually or always:*												
Focused IEPs for seniors on the period after secondary school	7.0	10.0	6.6	2.8	6.1	9.0	5.9	4.9	9.2	8.8	5.1	0.0
	(2.3)	(3.8)	(4.1)	(4.1)	(2.7)	(4.4)	(4.7)	(3.2)	(3.8)	(3.1)	(4.4)	(0.0)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	7.8	11.9	9.9	0.6	7.5	8.5	6.6	10.7	6.8	10.4	2.7	0.3
	(2.4)	(4.2)	(4.8)	(1.9)	(3.0)	(4.2)	(4.7)	(4.6)	(3.3)	(3.3)	(3.3)	(1.6)
Number of respondents	430	118	89	45	280	150	107	130	193	299	75	52
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	20.4	20.8	20.5	13.5	19.0	23.4	28.3	18.4	16.2	21.8	13.0	23.8
	(3.6)	(5.1)	(6.8)	(8.3)	(4.4)	(6.3)	(8.7)	(6.1)	(4.8)	(4.5)	(6.8)	(11.7)
Number of respondents	457	124	87	47	293	164	117	137	203	321	77	55
Average number of years school transition programs operated	9.8	6.3	3.4	---	11.2	7.3	10.0	10.6	8.9	8.9	11.3	11.8
	(2.4)	(1.1)	(0.6)		(3.3)	(3.0)	(3.0)	(3.5)	(4.7)	(2.0)	(10.4)	(7.8)
Number of respondents	139	30	18	14	86	53	39	39	61	94	18	26

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 148: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH MULTIPLE HANDICAPS

Programming Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Of students in schools with 12th grade, percentage in schools that usually or always:*					
Focused IEPs for seniors on the period after secondary school	3.8	10.9	9.1	5.1	8.9
	(2.7)	(3.5)	(4.6)	(4.4)	(4.9)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	5.6	10.5	8.4	13.3	8.0
	(3.2)	(3.3)	(4.3)	(6.6)	(4.7)
Number of respondents	139	291	142	90	112
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	16.6	24.7	16.2	21.5	25.0
	(5.3)	(4.6)	(5.7)	(7.7)	(7.7)
Number of respondents	138	319	159	99	110
Average number of years school transition programs operated	5.4	12.8	10.6	9.8	9.1
	(1.2)	(3.3)	(3.9)	(5.8)	(3.2)
Number of respondents	31	108	46	32	33

* See Appendix for percentage of youth in schools that served 12th grade.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 14C: TRANSITION PLANNING IN SECONDARY SCHOOLS ATTENDED BY STUDENTS WITH MULTIPLE HANDICAPS

Programming Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools with 12th grade, percentage in schools that usually or always:*									
Focused IEPs for seniors on the period after secondary school	4.8	12.4	6.0	10.5	8.3	4.4	9.4	6.0	9.6
	(4.7)	(5.8)	(4.0)	(5.9)	(3.3)	(6.2)	(6.6)	(3.9)	(4.8)
Had staff who worked with adult service agencies or post-secondary schools to prepare for special education students' transitions	2.9	9.7	14.2	9.6	9.4	6.4	5.8	10.9	10.5
	(3.7)	(5.1)	(5.8)	(5.6)	(3.4)	(7.6)	(5.1)	(5.2)	(4.8)
Number of respondents	75	104	137	74	255	31	85	120	128
Of students in schools with 12th grade, percentage in schools that had a special program designed to help the transition of special education students*	16.2	17.2	31.5	21.5	24.9	1.6	15.5	23.7	24.3
	(8.2)	(6.7)	(7.6)	(7.6)	(5.0)	(3.8)	(7.8)	(7.2)	(7.0)
Number of respondents	76	110	150	73	278	32	89	120	144
Average number of years school transition programs operated	12.8	8.0	8.8	---	9.8	---	7.9	8.8	11.6
	(3.4)	(5.1)	(3.9)		(3.0)		(2.6)	(3.6)	(4.9)
Number of respondents	16	32	57	13	97	2	24	45	42

* See Appendix for percentage of youth in schools that served 12th grade

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 15A: EDUCATIONAL PLACEMENTS OF STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Educational Placements	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in:												
Grades 7 or 8	6.3	8.0	5.0	7.4	6.1	6.7	17.0	3.8	0.0	8.2	0.8	1.6
	(2.0)	(3.0)	(2.9)	(5.3)	(2.5)	(3.2)	(6.2)	(2.9)	(0.0)	(2.6)	(1.8)	(2.8)
Grades 9 or 10	16.2	21.0	19.0	12.3	17.0	14.8	27.2	22.5	4.1	21.6	3.2	4.9
	(3.0)	(4.5)	(5.1)	(6.6)	(3.9)	(4.5)	(7.3)	(6.2)	(2.2)	(4.0)	(3.5)	(4.9)
Grades 11 or 12	17.4	20.4	26.9	11.8	18.7	15.0	0.7	16.1	30.6	11.5	28.4	35.3
	(3.0)	(4.5)	(5.8)	(6.5)	(4.0)	(4.5)	(1.3)	(5.5)	(5.2)	(3.1)	(8.9)	(10.9)
Ungraded programs	60.0	50.6	49.2	68.5	58.2	63.5	55.1	57.6	65.2	58.6	67.6	58.2
	(3.9)	(5.6)	(6.6)	(9.4)	(5.1)	(6.1)	(8.2)	(7.3)	(5.4)	(4.7)	(9.2)	(11.2)
Number of respondents	550	159	139	65	338	212	145	162	243	383	90	72
Percentage in:												
Special schools for youth with disabilities	44.8	51.2	51.2	12.6	47.5	39.7	37.0	46.3	49.3	46.3	39.3	47.7
	(3.8)	(5.3)	(6.5)	(6.7)	(5.0)	(5.9)	(7.8)	(7.0)	(5.4)	(4.6)	(9.2)	(11.2)
Regular schools but in no regular education classes	31.8	34.2	18.8	48.2	26.1	42.3	31.3	28.5	34.5	28.5	43.6	32.5
	(3.6)	(5.1)	(5.1)	(10.1)	(4.4)	(6.0)	(7.5)	(6.3)	(5.2)	(4.2)	(9.3)	(10.5)
Regular education classes for nonacademics* only	14.0	11.2	8.2	30.4	15.9	10.7	23.1	18.5	4.5	17.4	2.0	9.3
	(2.7)	(3.4)	(3.6)	(9.3)	(3.6)	(3.8)	(6.8)	(5.5)	(2.2)	(3.5)	(2.6)	(6.5)
Regular education classes for some academics*	7.8	2.2	19.8	6.2	8.4	6.7	7.5	5.9	9.2	6.7	10.3	10.1
	(2.1)	(1.6)	(5.2)	(4.9)	(2.8)	(3.0)	(4.2)	(3.3)	(3.1)	(2.3)	(5.7)	(6.7)
All regular education classes	1.6	1.2	2.0	2.6	2.2	0.6	1.2	0.7	2.5	1.1	4.8	0.4
	(1.0)	(1.2)	(1.8)	(3.2)	(1.4)	(0.9)	(1.7)	(1.2)	(1.7)	(1.0)	(4.0)	(1.5)
Number of respondents	603	173	141	65	374	229	161	176	266	420	101	75
Average percentage of class time in regular education classes:												
As a whole	10.5	6.0	15.1	15.2	11.0	9.7	12.5	9.1	10.1	10.4	12.9	7.8
	(1.9)	(2.1)	(3.6)	(5.7)	(2.4)	(3.0)	(3.8)	(3.0)	(2.9)	(2.1)	(6.1)	(4.1)
In grades 7 or 8	23.2	7.6	---	---	28.9	---	28.0	---	---	26.2	---	---
	(8.8)	(6.2)			(11.4)		(10.8)			(9.6)		
In grades 9 or 10	15.8	5.3	28.4	---	16.6	14.3	20.8	14.4	---	15.2	---	---
	(5.4)	(4.0)	(10.4)		(6.4)	(9.8)	(9.6)	(7.3)		(5.3)		
In grades 11 or 12	28.9	19.9	25.2	---	26.8	34.0	---	27.1	29.9	29.8	38.6	17.3
	(6.4)	(8.1)	(8.7)		(7.6)	(11.5)		(11.5)	(7.3)	(8.6)	(14.8)	(9.4)
In ungraded programs	1.6	0.7	0.4	4.7	1.1	2.4	4.1	1.1	0.1	1.9	1.1	0.0
	(0.7)	(0.7)	(0.7)	(3.3)	(0.7)	(1.4)	(2.4)	(1.0)	(0.2)	(0.9)	(1.5)	(0.0)
Number of respondents	509	144	136	55	318	191	135	155	219	359	85	60

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 158: EDUCATIONAL PLACEMENTS OF STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Educational Placements	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in:					
Grades 7 or 8	9.5	1.9	0.7	2.4	15.0
	(3.5)	(1.3)	(1.1)	(2.6)	(5.8)
Grades 9 or 10	21.6	9.0	8.5	13.5	25.0
	(4.9)	(2.8)	(3.9)	(5.7)	(7.1)
Grades 11 or 12	21.5	11.9	11.2	26.9	21.6
	(4.9)	(3.1)	(4.4)	(7.4)	(6.7)
Ungraded programs	47.4	77.2	79.5	57.2	38.5
	(6.0)	(4.1)	(5.6)	(8.3)	(8.0)
Number of respondents	209	341	182	108	131
Percentage in:					
Special schools for youth with disabilities	3.8	95.7	52.8	47.6	31.5
	(2.3)	(1.9)	(6.6)	(8.1)	(7.4)
Regular schools but in no regular education classes	54.0	4.3	39.9	26.2	24.2
	(5.9)	(1.9)	(6.5)	(7.1)	(6.8)
Regular education classes for nonacademics* only	25.3	0.0	5.9	9.0	26.5
	(5.2)	(0.0)	(3.1)	(4.6)	(7.0)
Regular education classes for some academics*	14.0	0.0	0.9	15.7	14.0
	(4.1)	(0.0)	(1.2)	(5.9)	(5.5)
All regular education classes	2.9	0.0	0.5	1.5	3.8
	(2.0)	(0.0)	(1.0)	(2.0)	(3.1)
Number of respondents	215	388	205	120	143
Average percentage of class time in regular education classes:					
As a whole	18.7	0.7	2.9	11.5	20.7
	(3.4)	(0.7)	(1.6)	(3.9)	(4.8)
In grades 7 or 8	27.3	---	---	---	---
	(9.1)				
In grades 9 or 10	20.3	2.5	4.5	17.0	23.8
	(7.1)	(3.0)	(4.8)	(13.7)	(10.7)
In grades 11 or 12	39.0	3.7	7.4	28.3	41.0
	(8.2)	(4.5)	(9.5)	(10.0)	(11.7)
In ungraded programs	3.8	0.0	2.0	0.7	2.4
	(2.1)	(0.0)	(1.3)	(1.2)	(1.8)
Number of respondents	191	318	163	102	124

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 15C: EDUCATIONAL PLACEMENTS OF STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Educational Placements	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in:									
Grades 7 or 8	2.1	6.6	13.1	5.3	5.8	8.2	0.9	11.6	7.5
	(2.9)	(4.1)	(4.8)	(3.5)	(2.6)	(8.5)	(1.8)	(5.0)	(4.3)
Grades 9 or 10	24.4	15.2	9.7	13.4	12.9	29.1	23.8	11.2	13.3
	(8.7)	(6.0)	(4.2)	(5.4)	(3.7)	(14.0)	(8.1)	(4.9)	(5.5)
Grades 11 or 12	16.1	16.6	19.5	20.9	18.5	14.7	15.9	21.4	15.4
	(7.5)	(6.2)	(5.7)	(6.4)	(4.3)	(10.9)	(6.9)	(6.4)	(5.8)
Ungraded programs	57.4	61.6	57.8	60.4	62.9	48.0	59.4	55.9	63.7
	(10.1)	(8.1)	(7.1)	(7.7)	(5.4)	(15.4)	(9.3)	(7.8)	(7.8)
Number of respondents	84	116	174	97	308	32	99	137	155
Percentage in:									
Special schools for youth with disabilities	39.5	36.3	51.9	60.8	45.4	30.5	32.1	47.1	46.2
	(9.7)	(7.5)	(6.9)	(7.3)	(5.4)	(13.7)	(8.3)	(7.6)	(7.8)
Regular schools but in no regular education classes	29.6	38.2	25.0	23.5	30.4	36.2	49.6	18.6	27.0
	(9.1)	(7.6)	(6.0)	(6.4)	(4.9)	(14.4)	(8.9)	(5.9)	(6.9)
Regular education classes for nonacademics* only	24.2	12.0	11.7	11.5	11.4	29.5	12.7	22.0	11.0
	(8.5)	(5.1)	(4.5)	(4.8)	(3.4)	(13.6)	(5.9)	(6.3)	(4.9)
Regular education classes for some academics*	5.9	10.5	9.0	3.6	10.7	1.8	4.0	10.7	12.7
	(4.7)	(4.8)	(4.0)	(2.8)	(3.3)	(4.0)	(3.5)	(4.7)	(5.2)
All regular education classes	0.8	3.1	2.3	0.6	2.1	1.9	1.6	1.6	3.1
	(1.8)	(2.7)	(2.1)	(1.1)	(1.5)	(4.1)	(2.2)	(1.9)	(2.7)
Number of respondents	93	135	191	109	341	34	115	148	173
Average percentage of class time in regular education classes:									
As a whole	7.4	15.7	10.6	8.1	12.0	6.5	7.5	13.9	14.2
	(3.2)	(4.9)	(3.4)	(3.3)	(2.7)	(6.2)	(4.2)	(3.6)	(4.3)
In grades 7 or 8	---	---	---	---	---	---	---	---	---
In grades 9 or 10	11.1	22.4	17.1	21.3	18.5	0.0	17.4	21.1	18.4
	(10.6)	(12.9)	(12.5)	(13.8)	(8.5)	(0.0)	(13.8)	(14.5)	(10.4)
In grades 11 or 12	---	52.2	23.6	13.1	30.8	---	21.6	27.8	46.0
		(15.1)	(11.4)	(9.0)	(9.2)		(14.9)	(9.8)	(15.6)
In ungraded programs	3.0	2.9	0.5	2.2	2.0	0.0	0.0	5.5	0.7
	(2.0)	(2.1)	(0.8)	(1.6)	(1.1)	(0.0)	(0.0)	(2.5)	(0.9)
Number of respondents	79	108	158	92	284	28	89	126	145

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 16A: COURSE-TAKING BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Course Taking	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average percentage of class time spent in academic* subjects:												
As a whole	27.7	38.0	22.9	29.2	29.4	24.6	32.2	30.4	22.8	30.4	20.5	23.2
	(2.3)	(3.7)	(3.8)	(6.0)	(3.1)	(3.6)	(4.9)	(4.1)	(3.4)	(2.7)	(5.6)	(7.1)
In regular education classes	4.5	2.0	8.2	5.0	5.3	3.0	5.1	2.9	5.2	4.1	7.4	1.9
	(1.2)	(1.3)	(2.6)	(3.6)	(1.7)	(1.6)	(2.8)	(1.7)	(1.9)	(1.4)	(3.7)	(1.2)
In special education classes	23.2	36.0	14.7	24.2	24.1	21.6	27.1	27.5	17.7	26.3	13.2	21.3
	(2.2)	(3.7)	(2.9)	(5.4)	(2.8)	(3.4)	(4.5)	(3.9)	(3.0)	(2.6)	(4.6)	(7.0)
Number of respondents	511	146	136	55	319	192	135	155	221	360	86	60
Average percentage of class time spent in nonacademic* subjects:												
As a whole	39.7	27.8	40.9	47.2	38.5	41.9	40.5	37.5	40.6	37.3	48.1	38.3
	(3.1)	(4.0)	(5.0)	(9.6)	(3.9)	(5.1)	(6.3)	(5.6)	(4.6)	(3.5)	(8.8)	(8.9)
In regular education classes	1.6	0.7	1.9	3.2	1.0	2.6	3.5	1.0	0.6	2.1	0.6	0.0
	(0.5)	(0.4)	(0.9)	(2.0)	(0.4)	(1.1)	(1.5)	(0.7)	(0.4)	(0.7)	(0.6)	(0.1)
In special education classes	38.1	27.1	39.0	44.0	37.5	39.2	36.9	36.5	40.0	35.2	47.5	38.3
	(3.2)	(4.0)	(5.0)	(10.0)	(3.9)	(5.3)	(6.5)	(5.7)	(4.6)	(3.6)	(8.9)	(8.9)
Number of respondents	511	146	136	55	319	192	135	155	221	360	86	60
Percentage taking English/language arts classes:												
As a whole	52.5	66.4	43.9	60.0	54.7	48.4	57.5	58.8	44.8	57.3	37.9	47.7
	(3.9)	(5.4)	(6.6)	(10.7)	(4.9)	(6.4)	(8.0)	(6.8)	(5.7)	(4.5)	(9.8)	(11.9)
In regular education classes	6.5	2.8	11.9	7.2	7.1	5.4	3.5	3.7	10.5	4.3	12.9	9.0
	(1.9)	(1.9)	(4.3)	(5.6)	(2.5)	(2.9)	(3.0)	(2.6)	(3.5)	(1.8)	(6.8)	(6.8)
In special education classes	47.4	63.6	35.3	54.5	48.9	44.7	55.0	55.8	36.5	54.6	27.0	38.7
	(3.9)	(5.5)	(6.3)	(10.8)	(4.9)	(6.4)	(8.0)	(6.9)	(5.5)	(4.6)	(9.0)	(11.6)
Number of respondents	512	147	136	55	320	192	136	155	221	361	86	60
Percentage taking mathematics classes:												
As a whole	46.1	55.5	40.0	54.5	47.3	43.7	58.1	48.3	36.1	51.3	33.7	35.6
	(3.9)	(5.7)	(6.5)	(10.8)	(4.9)	(6.4)	(7.9)	(6.9)	(5.5)	(4.6)	(9.5)	(11.4)
In regular education classes	7.0	2.1	13.9	7.7	9.0	3.1	9.5	3.1	7.7	6.7	9.6	5.3
	(2.0)	(1.6)	(4.6)	(5.8)	(2.8)	(2.2)	(4.7)	(2.4)	(3.1)	(2.3)	(5.9)	(5.3)
In special education classes	39.3	53.4	26.7	46.8	38.5	40.6	48.6	45.7	28.4	44.7	25.1	30.4
	(3.8)	(5.7)	(5.9)	(10.9)	(4.8)	(6.3)	(8.0)	(6.9)	(5.2)	(4.5)	(8.7)	(10.9)
Number of respondents	512	147	136	55	320	192	136	155	221	361	86	60

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 168: COURSE-TAKING BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Course Taking	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Average percentage of class time spent in academic* subjects:					
As a whole	33.7	20.5	11.6	34.0	43.6
	(3.7)	(2.6)	(3.0)	(4.8)	(4.3)
In regular education classes	8.1	0.2	0.8	4.8	9.5
	(2.4)	(0.4)	(1.1)	(2.2)	(3.3)
In special education classes	25.7	20.3	10.8	29.2	34.1
	(3.4)	(2.6)	(2.8)	(4.5)	(4.3)
Number of respondents	191	320	164	102	125
Average percentage of class time spent in nonacademic* subjects:					
As a whole	36.1	44.0	60.1	23.6	22.1
	(4.8)	(3.7)	(5.4)	(5.4)	(4.8)
In regular education classes	2.8	0.1	1.4	1.1	2.8
	(1.0)	(0.1)	(1.0)	(0.7)	(1.1)
In special education classes	33.3	43.9	58.7	22.5	19.3
	(4.9)	(3.7)	(5.6)	(5.5)	(4.7)
Number of respondents	191	320	164	102	125
Percentage taking English/language arts classes:					
As a whole	58.7	45.1	26.1	70.4	78.0
	(5.9)	(4.8)	(6.3)	(7.9)	(6.2)
In regular education classes	11.6	0.4	0.7	10.8	12.8
	(3.8)	(0.6)	(1.2)	(5.4)	(5.0)
In special education classes	49.8	44.6	25.4	65.4	67.1
	(6.0)	(4.8)	(6.2)	(8.2)	(7.1)
Number of respondents	191	321	165	102	125
Percentage taking mathematics classes:					
As a whole	52.1	38.9	21.8	63.8	69.4
	(6.0)	(4.7)	(5.9)	(8.3)	(6.9)
In regular education classes	12.6	0.2	1.3	8.9	15.2
	(4.0)	(0.5)	(1.6)	(4.9)	(5.4)
In special education classes	39.8	38.7	20.5	56.0	54.2
	(5.9)	(4.7)	(5.8)	(8.6)	(7.5)
Number of respondents	191	321	165	102	125

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16C: COURSE-TAKING BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Course Taking	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average percentage of class time spent in academic* subjects:									
As a whole	29.4	28.7	30.1	32.1	26.5	22.0	24.8	30.3	32.4
	(5.4)	(4.8)	(4.2)	(4.9)	(3.2)	(8.1)	(5.6)	(4.5)	(4.3)
In regular education classes	2.4	6.3	6.0	2.6	5.4	3.0	3.5	3.5	8.4
	(2.2)	(3.0)	(2.6)	(2.0)	(1.8)	(4.2)	(2.8)	(2.0)	(3.1)
In special education classes	27.0	22.4	24.1	29.5	21.1	19.0	21.3	26.8	24.0
	(5.3)	(4.4)	(3.6)	(4.8)	(2.9)	(7.5)	(5.3)	(4.3)	(3.7)
Number of respondents	80	109	158	92	285	29	90	127	145
Average percentage of class time spent in nonacademic* subjects:									
As a whole	27.4	43.4	36.2	26.5	42.3	47.9	45.1	33.3	33.5
	(6.1)	(6.9)	(5.5)	(5.5)	(4.3)	(12.5)	(7.9)	(5.5)	(5.8)
In regular education classes	0.3	4.2	0.7	1.4	2.2	0.0	0.5	4.0	1.2
	(0.4)	(1.7)	(0.5)	(0.7)	(0.8)	(0.0)	(0.6)	(1.5)	(0.8)
In special education classes	27.1	39.2	35.5	25.1	40.1	47.9	44.5	29.3	32.4
	(6.2)	(7.2)	(5.5)	(5.6)	(4.4)	(12.5)	(7.9)	(5.7)	(5.9)
Number of respondents	80	109	158	92	285	29	90	127	145
Percentage taking English/language arts classes:									
As a whole	60.1	54.8	56.0	61.1	50.8	44.8	44.1	64.0	61.2
	(8.9)	(8.4)	(7.1)	(7.9)	(5.5)	(14.2)	(9.0)	(7.7)	(7.4)
In regular education classes	5.9	10.1	6.1	4.8	8.0	2.5	2.8	10.9	8.5
	(4.3)	(5.1)	(3.4)	(3.5)	(3.0)	(4.5)	(3.0)	(5.0)	(4.2)
In special education classes	54.2	47.3	52.9	57.5	45.0	42.3	41.3	57.7	53.6
	(9.0)	(8.5)	(7.1)	(8.0)	(5.5)	(14.1)	(8.9)	(7.9)	(7.6)
Number of respondents	80	110	158	92	285	30	91	127	145
Percentage taking mathematics classes:									
As a whole	48.4	47.0	54.7	51.5	46.4	33.5	37.4	51.9	61.3
	(9.1)	(8.5)	(7.1)	(8.1)	(5.5)	(13.5)	(8.8)	(8.0)	(7.4)
In regular education classes	3.1	10.9	7.7	3.4	9.5	2.5	3.0	6.4	15.6
	(3.1)	(5.3)	(3.8)	(2.9)	(3.2)	(4.5)	(3.1)	(3.9)	(5.5)
In special education classes	45.3	36.0	47.7	48.1	37.2	31.0	34.4	45.4	46.4
	(9.0)	(8.1)	(7.1)	(8.1)	(5.4)	(13.2)	(8.6)	(8.0)	(7.6)
Number of respondents	80	110	158	92	285	30	91	127	145

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

Source: Students' school records. Data are for the most recent year in school.

Table 16A: COURSE-TAKING BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Course Taking	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage taking science classes:												
As a whole	20.7	29.1	21.0	15.8	23.4	15.7	24.8	30.0	11.7	23.6	15.7	10.9
	(3.2)	(5.2)	(5.4)	(7.9)	(4.2)	(4.7)	(7.0)	(6.4)	(3.7)	(3.9)	(7.3)	(7.4)
In regular education classes	5.2	1.5	11.1	4.5	5.9	3.8	8.1	5.2	3.1	5.7	6.5	0.4
	(1.7)	(1.4)	(4.2)	(4.5)	(2.3)	(2.4)	(4.4)	(3.1)	(2.0)	(2.1)	(5.0)	(1.4)
In special education classes	15.5	27.5	9.9	11.3	17.5	11.9	16.8	24.8	8.6	17.9	9.1	10.5
	(2.8)	(5.1)	(4.0)	(6.9)	(3.8)	(4.2)	(6.0)	(6.0)	(3.2)	(3.5)	(5.8)	(7.3)
Number of respondents	512	147	136	55	320	192	136	155	221	361	86	60
Percentage taking other academic* classes:												
As a whole	30.8	42.2	23.9	34.6	34.1	24.8	30.8	37.4	26.5	33.0	26.7	24.2
	(3.6)	(5.6)	(5.6)	(10.4)	(4.7)	(5.6)	(7.4)	(6.7)	(5.1)	(4.3)	(8.9)	(10.2)
In regular education classes	6.1	3.4	11.3	5.5	6.3	5.7	7.0	4.5	6.5	5.5	11.6	0.3
	(1.9)	(2.1)	(4.2)	(5.0)	(2.4)	(3.0)	(4.1)	(2.9)	(2.8)	(2.1)	(6.5)	(1.3)
In special education classes	25.1	39.6	13.1	29.1	27.7	20.2	23.8	32.9	20.9	27.8	16.4	23.9
	(3.4)	(5.6)	(4.5)	(9.9)	(4.4)	(5.2)	(6.9)	(6.5)	(4.7)	(4.1)	(7.5)	(10.1)
Number of respondents	512	147	136	55	320	192	136	155	221	361	86	60
Percentage taking nonacademic* classes:												
As a whole	87.2	82.4	95.1	82.2	86.2	89.1	92.0	87.6	83.5	87.9	87.5	81.2
	(2.6)	(4.4)	(2.9)	(8.3)	(3.4)	(4.0)	(4.4)	(4.6)	(4.3)	(3.0)	(6.7)	(9.3)
In regular education classes	12.7	11.0	15.2	18.8	12.3	13.5	25.0	9.1	6.3	14.9	9.8	5.1
	(2.6)	(3.6)	(4.8)	(8.5)	(3.2)	(4.4)	(7.0)	(4.0)	(2.8)	(3.3)	(6.0)	(5.2)
In special education classes	78.1	74.2	85.9	66.7	78.2	77.9	74.4	81.0	78.7	76.6	83.8	76.1
	(3.2)	(5.0)	(4.6)	(10.3)	(4.1)	(5.3)	(7.0)	(5.4)	(4.7)	(3.9)	(7.4)	(10.2)
Number of respondents	512	147	136	55	320	192	136	155	221	361	86	60
Percentage taking nonsubject-specific special education classes**	5.9	10.9	1.5	5.2	5.9	5.9	8.0	6.0	4.3	5.8	5.9	4.1
	(1.8)	(3.6)	(1.6)	(4.8)	(2.3)	(3.0)	(4.4)	(3.3)	(2.3)	(2.1)	(4.7)	(4.7)
Number of respondents	512	147	136	55	320	192	136	155	221	361	86	60

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 16B: COURSE-TAKING BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Course Taking	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage taking science classes:					
As a whole	26.2	14.2	3.4	22.2	38.5
	(5.3)	(3.4)	(2.6)	(7.2)	(7.3)
In regular education classes	9.4	0.2	0.4	8.3	10.7
	(3.5)	(0.4)	(0.9)	(4.8)	(4.7)
In special education classes	16.8	14.0	3.0	13.9	27.8
	(4.5)	(3.3)	(2.4)	(6.0)	(6.8)
Number of respondents	191	321	165	102	125
Percentage taking other academic* classes:					
As a whole	40.2	19.6	9.0	33.1	57.4
	(5.9)	(3.8)	(4.1)	(8.2)	(7.4)
In regular education classes	10.9	0.4	0.7	4.0	14.2
	(3.7)	(0.6)	(1.2)	(3.4)	(5.3)
In special education classes	30.1	19.2	8.3	30.5	43.2
	(5.5)	(3.8)	(3.9)	(8.0)	(7.5)
Number of respondents	191	321	165	102	125
Percentage taking nonacademic* classes:					
As a whole	82.7	92.5	93.4	86.2	82.1
	(4.5)	(2.5)	(3.5)	(6.0)	(5.8)
In regular education classes	22.9	0.5	6.3	12.3	22.0
	(5.0)	(0.7)	(3.5)	(5.7)	(6.2)
In special education classes	66.4	92.1	89.1	79.5	65.5
	(5.7)	(2.6)	(4.4)	(7.0)	(7.2)
Number of respondents	191	321	165	102	125
Percentage taking nonsubject-specific special education classes**	7.1	4.4	1.0	3.6	11.4
	(3.1)	(2.0)	(1.4)	(3.2)	(4.8)
Number of respondents	191	321	165	102	125

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 16C: COURSE-TAKING BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Course Taking	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking science classes:									
As a whole	22.5	16.6	23.5	22.6	19.4	11.9	17.4	20.1	26.3
	(7.6)	(6.3)	(6.0)	(6.8)	(4.4)	(9.2)	(6.9)	(6.4)	(6.7)
In regular education classes	3.0	5.6	9.8	2.2	6.7	3.3	5.2	3.2	10.3
	(3.1)	(3.9)	(4.2)	(2.4)	(2.8)	(5.1)	(4.0)	(2.8)	(4.6)
In special education classes	19.5	11.0	13.7	20.4	12.7	8.6	12.2	16.9	16.0
	(7.2)	(5.3)	(4.9)	(6.5)	(3.7)	(8.0)	(6.0)	(6.0)	(5.6)
Number of respondents	80	110	158	92	285	30	91	127	145
Percentage taking other academic* classes:									
As a whole	26.9	40.4	27.0	31.9	31.1	18.8	28.2	37.0	35.7
	(8.1)	(8.3)	(6.3)	(7.5)	(5.1)	(11.2)	(8.2)	(7.7)	(7.3)
In regular education classes	1.9	9.7	8.2	3.3	6.9	5.0	5.1	3.6	11.5
	(2.5)	(5.0)	(3.9)	(2.9)	(2.8)	(6.2)	(4.0)	(3.0)	(4.8)
In special education classes	25.0	31.5	18.8	30.0	24.3	13.8	23.0	33.4	25.1
	(7.9)	(7.9)	(5.6)	(7.4)	(4.8)	(9.8)	(7.6)	(7.6)	(6.6)
Number of respondents	80	110	158	92	285	30	91	127	145
Percentage taking nonacademic* classes:									
As a whole	81.8	89.0	89.5	84.2	91.1	70.2	81.7	89.4	89.0
	(7.0)	(5.3)	(4.4)	(5.9)	(3.2)	(13.1)	(7.0)	(4.9)	(4.7)
In regular education classes	9.3	22.8	7.4	16.4	13.6	0.0	5.1	23.3	13.2
	(5.3)	(7.1)	(3.7)	(6.0)	(3.8)	(0.0)	(4.0)	(6.8)	(5.1)
In special education classes	78.0	70.3	85.1	73.6	81.4	70.2	77.8	72.4	80.7
	(7.5)	(7.8)	(5.1)	(7.1)	(4.3)	(13.1)	(7.5)	(7.2)	(6.0)
Number of respondents	80	110	158	92	285	30	91	127	145
Percentage taking nonsubject-specific special education classes**	11.3	4.0	3.8	8.8	4.5	4.7	4.5	8.0	4.5
	(5.8)	(3.3)	(2.7)	(4.6)	(2.3)	(6.1)	(3.8)	(4.3)	(3.1)
Number of respondents	80	110	158	92	285	30	91	127	145

* Academic courses include English/language arts, mathematics, science, social science, and foreign language. Other courses are considered nonacademic.

** Nonsubject-specific special education courses could include study skills courses, general life skills curriculum courses, etc.

Source: Students' school records. Data are for the most recent year in school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Vocational Education Courses	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage enrolled in:												
Any vocational education	47.8	53.8	58.7	38.6	44.5	54.4	38.5	49.0	54.0	49.5	51.3	38.5
	(3.6)	(4.9)	(6.0)	(9.6)	(4.6)	(5.7)	(7.4)	(6.8)	(4.9)	(4.3)	(8.7)	(10.0)
Occupationally-oriented vocational education	23.6	21.1	29.7	19.0	22.5	25.8	16.4	21.2	30.6	22.8	30.0	21.0
	(3.1)	(4.0)	(5.6)	(7.8)	(3.9)	(5.0)	(5.7)	(5.6)	(4.5)	(3.6)	(8.0)	(8.4)
Home economics-oriented vocational education	41.2	43.3	42.7	38.1	38.9	45.6	42.7	40.6	40.5	43.0	40.4	32.5
	(4.1)	(5.7)	(6.6)	(10.8)	(5.3)	(6.6)	(8.8)	(7.5)	(5.6)	(4.9)	(9.6)	(12.2)
Other vocational education*	22.9	23.6	36.1	16.0	22.5	23.7	17.3	24.1	26.4	25.0	21.8	17.2
	(3.1)	(4.2)	(5.9)	(7.3)	(3.9)	(4.9)	(5.8)	(5.8)	(4.3)	(3.7)	(7.2)	(7.8)
Number of respondents	512	147	136	55	320	192	136	155	221	361	86	60
Average hours per week in:												
Any vocational education	4.8	4.8	7.2	3.1	4.5	5.4	3.3	5.0	5.7	4.9	4.8	4.2
	(0.5)	(0.7)	(0.9)	(1.0)	(0.6)	(0.9)	(0.8)	(1.0)	(0.7)	(0.6)	(1.1)	(1.3)
Occupationally-oriented vocational education	1.4	1.5	1.6	1.0	1.3	1.6	0.6	1.4	2.0	1.3	1.6	1.5
	(0.3)	(0.4)	(0.4)	(0.5)	(0.3)	(0.5)	(0.2)	(0.5)	(0.4)	(0.3)	(0.6)	(0.7)
Home economics-oriented vocational education	2.6	2.6	3.0	1.9	2.5	2.8	2.5	2.3	2.8	2.6	2.6	2.5
	(0.3)	(0.5)	(0.6)	(0.6)	(0.4)	(0.5)	(0.6)	(0.5)	(0.5)	(0.4)	(0.8)	(1.2)
Other vocational education*	1.6	1.3	3.1	1.0	1.6	1.8	1.1	2.0	1.8	1.8	1.1	1.5
	(0.3)	(0.3)	(0.7)	(0.5)	(0.4)	(0.5)	(0.5)	(0.7)	(0.4)	(0.4)	(0.6)	(0.8)
Number of respondents	512	147	136	55	320	192	136	155	221	361	86	60

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Vocational Education Courses	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage enrolled in:					
Any vocational education	49.0	62.1	35.7	75.1	53.7
	(5.6)	(4.5)	(5.6)	(6.7)	(7.6)
Occupationally-oriented vocational education	22.9	31.2	10.6	45.5	35.4
	(4.8)	(4.3)	(3.6)	(7.8)	(7.3)
Home economics-oriented vocational education	34.8	48.8	42.2	44.6	41.4
	(6.1)	(5.0)	(7.1)	(8.5)	(8.7)
Other vocational education*	22.8	32.3	17.2	46.0	22.7
	(4.7)	(4.4)	(4.4)	(7.8)	(6.4)
Number of respondents	191	321	165	102	125
Average hours per week in:					
Any vocational education	4.8	6.6	3.5	8.2	5.0
	(0.8)	(0.7)	(0.7)	(1.1)	(1.0)
Occupationally-oriented vocational education	1.4	1.9	0.5	2.9	1.9
	(0.4)	(0.4)	(0.3)	(0.7)	(0.6)
Home economics-oriented vocational education	2.1	3.2	2.9	2.7	2.1
	(0.5)	(0.4)	(0.7)	(0.6)	(0.5)
Other vocational education*	1.9	1.9	1.2	3.0	1.6
	(0.5)	(0.4)	(0.4)	(0.7)	(0.6)
Number of respondents	191	321	165	102	125

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage enrolled in:									
Any vocational education	40.0	55.4	52.2	52.7	47.3	41.6	40.2	49.5	55.7
	(8.4)	(7.4)	(6.4)	(6.8)	(5.1)	(11.6)	(7.4)	(7.4)	(7.5)
Occupationally-oriented vocational education	17.7	34.2	25.0	28.7	24.0	16.2	16.9	28.2	32.4
	(6.6)	(7.1)	(5.6)	(6.2)	(4.4)	(8.7)	(5.7)	(6.7)	(7.1)
Home economics-oriented vocational education	45.1	38.7	45.3	52.3	39.5	33.9	30.6	52.5	40.9
	(10.6)	(8.4)	(7.3)	(8.1)	(5.8)	(14.2)	(8.6)	(8.8)	(8.4)
Other vocational education*	21.8	23.3	33.2	21.7	24.2	22.6	21.0	23.3	31.1
	(7.1)	(6.3)	(6.1)	(5.6)	(4.4)	(9.8)	(6.2)	(6.3)	(7.0)
Number of respondents	80	110	158	92	285	30	91	127	145
Average hours per week in:									
Any vocational education	4.3	4.7	5.7	5.2	4.7	3.6	3.7	5.0	5.7
	(1.2)	(0.9)	(0.9)	(1.0)	(0.7)	(1.4)	(1.0)	(1.0)	(1.1)
Occupationally-oriented vocational education	1.2	1.4	1.4	1.8	1.3	0.5	1.2	1.2	1.9
	(0.7)	(0.5)	(0.5)	(0.6)	(0.4)	(0.5)	(0.6)	(0.4)	(0.6)
Home economics-oriented vocational education	2.6	2.3	2.8	3.2	2.5	2.3	1.6	3.3	2.6
	(0.8)	(0.7)	(0.6)	(0.6)	(0.5)	(1.1)	(0.5)	(0.7)	(0.8)
Other vocational education*	1.7	1.4	2.3	1.1	1.7	1.8	1.5	1.8	1.8
	(0.7)	(0.5)	(0.5)	(0.4)	(0.4)	(1.0)	(0.5)	(0.7)	(0.5)
Number of respondents	80	110	158	92	285	30	91	127	145

* Other vocational education includes training in prevocational skills, work exploration/work experience, and on-the-job training.

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in any vocational education courses in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	72.6	75.9	78.3	---	65.0	88.9	59.2	86.4	---	72.8	---	---
	(9.2)	(10.2)	(12.5)		(12.6)	(10.3)	(16.5)	(11.1)		(9.7)		
11 or 12	84.8	73.2	92.1	---	87.1	79.3	---	85.3	84.4	77.9	88.8	92.7
	(6.8)	(10.4)	(7.6)		(7.9)	(13.1)		(13.6)	(7.2)	(10.9)	(10.5)	(12.0)
Ungraded programs	52.9	66.2	57.1	34.3	48.8	59.7	48.1	45.8	59.9	56.9	46.1	44.7
	(5.3)	(7.8)	(8.7)	(12.2)	(7.0)	(7.8)	(11.5)	(9.8)	(6.8)	(6.1)	(12.4)	(15.4)
Number of respondents	542	157	138	65	332	210	143	161	238	379	90	68
Average hours per week in any vocational education in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	6.5	5.2	7.3	---	5.7	8.3	4.7	8.5	---	6.7	---	---
	(1.3)	(1.2)	(1.5)		(1.4)	(2.5)	(1.5)	(2.6)		(1.4)		
11 or 12	9.6	7.2	11.6	---	9.9	9.0	---	9.7	9.7	9.0	8.4	12.0
	(1.3)	(1.6)	(1.9)		(1.5)	(2.4)		(2.7)	(1.4)	(2.0)	(1.8)	(3.0)
Ungraded programs	5.5	6.7	7.9	2.6	5.1	6.2	4.6	5.1	6.3	6.0	4.8	4.0
	(0.8)	(1.3)	(1.5)	(1.3)	(1.0)	(1.2)	(1.4)	(1.4)	(1.1)	(0.9)	(1.7)	(1.7)
Number of respondents	539	156	138	65	331	208	143	160	236	376	90	68
Percentage in occupationally-oriented vocational education courses in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	27.7	14.6	36.6	---	23.5	36.6	31.3	27.3	---	27.7	---	---
	(9.2)	(8.4)	(14.7)		(11.2)	(15.8)	(15.6)	(14.4)		(9.8)		
11 or 12	43.8	46.8	36.8	---	44.0	43.3	---	40.2	45.7	36.0	53.3	47.8
	(9.5)	(11.7)	(13.9)		(11.7)	(16.2)		(19.1)	(9.9)	(12.6)	(16.9)	(23.1)
Ungraded programs	25.4	23.3	33.6	12.4	24.9	26.2	15.7	19.4	34.9	25.8	25.9	23.8
	(4.6)	(7.0)	(8.4)	(8.5)	(6.1)	(7.0)	(8.4)	(7.9)	(6.6)	(5.5)	(11.0)	(13.2)
Number of respondents	536	156	136	65	329	207	143	157	236	375	88	68

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in any vocational education courses in grades:					
7 or 8	---	---	---	---	---
9 or 10	68.8	85.5	85.1	92.5	58.9
	(11.3)	(11.0)	(16.0)	(11.7)	(18.0)
11 or 12	83.5	87.9	76.0	92.6	87.8
	(9.0)	(8.4)	(16.9)	(10.1)	(11.2)
Ungraded programs	39.8	63.8	44.0	84.3	68.5
	(9.7)	(5.5)	(7.9)	(7.7)	(12.6)
Number of respondents	208	334	178	105	130
Average hours per week in any vocational education in grades:					
7 or 8	---	---	---	---	---
9 or 10	6.5	6.8	9.0	8.5	3.9
	(1.7)	(1.3)	(2.2)	(2.6)	(1.5)
11 or 12	9.3	10.4	8.6	9.5	10.3
	(1.7)	(1.8)	(2.8)	(2.2)	(2.5)
Ungraded programs	3.8	6.9	4.3	9.9	7.3
	(1.4)	(0.8)	(1.1)	(1.5)	(2.0)
Number of respondents	207	332	177	104	129
Percentage in occupationally-oriented vocational education courses in grades:					
7 or 8	---	---	---	---	---
9 or 10	26.4	32.0	17.4	55.7	23.8
	(10.7)	(14.6)	(17.1)	(22.1)	(15.6)
11 or 12	47.2	35.4	7.0	51.1	67.6
	(12.2)	(12.5)	(10.1)	(19.3)	(16.0)
Ungraded programs	14.6	34.5	13.5	49.9	47.1
	(7.0)	(5.5)	(5.5)	(10.9)	(13.5)
Number of respondents	207	329	176	102	130

Source: Parent interviews and students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in any vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	61.5	77.1	70.8	---	70.9	---	61.0	---	74.8
	(22.5)	(17.9)	(19.3)		(14.3)		(20.4)		(18.3)
11 or 12	---	88.7	82.7	75.7	87.8	---	72.2	85.5	93.6
		(12.2)	(12.8)	(14.6)	(8.9)		(18.8)	(13.1)	(10.3)
Ungraded programs	58.4	56.6	64.4	72.3	52.1	57.4	43.7	67.1	64.4
	(13.4)	(10.7)	(8.5)	(9.3)	(7.3)	(18.7)	(11.6)	(10.1)	(10.1)
Number of respondents	83	114	171	97	300	32	96	135	153
Average hours per week in any vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	5.0	7.0	5.3	---	6.2	---	5.1	---	5.8
	(2.6)	(2.2)	(2.0)		(1.6)		(2.3)		(1.9)
11 or 12	---	7.9	11.6	7.4	10.6	---	6.7	11.7	9.9
		(2.1)	(2.7)	(2.1)	(1.9)		(2.3)	(3.1)	(2.3)
Ungraded programs	6.9	5.0	6.9	8.3	5.3	5.3	4.9	6.5	7.0
	(2.3)	(1.5)	(1.3)	(1.7)	(1.0)	(2.8)	(1.8)	(1.5)	(1.6)
Number of respondents	83	112	170	96	298	32	96	134	151
Percentage in occupationally-oriented vocational education courses in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	13.2	36.6	42.0	---	31.4	---	14.8	---	40.8
	(15.6)	(20.6)	(21.0)		(14.6)		(14.9)		(20.7)
11 or 12	---	67.4	36.7	35.1	47.7	---	30.3	45.8	78.6
		(18.1)	(16.3)	(16.2)	(13.7)		(19.3)	(18.6)	(17.3)
Ungraded programs	27.1	29.6	29.0	40.9	23.5	22.1	15.8	35.4	32.4
	(12.2)	(10.0)	(8.2)	(10.3)	(6.2)	(15.7)	(8.6)	(10.5)	(9.9)
Number of respondents	82	113	169	96	295	32	95	132	152

Source: Parent interviews and students' school records. 'Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours per week in occupationally-oriented vocational education in grades:												
7 or 8	---	---	---	---	---	---	---	---	---	---	---	---
9 or 10	1.0	0.3	0.7	---	0.9	1.3	1.0	1.2	---	1.0	---	---
	(0.5)	(0.2)	(0.4)		(0.7)	(0.7)	(0.6)	(1.0)		(0.5)		
11 or 12	2.8	3.6	1.7	---	2.4	3.7	---	3.7	2.5	3.0	3.5	1.7
	(1.0)	(1.4)	(1.2)		(1.0)	(2.0)		(2.4)	(0.9)	(1.5)	(1.7)	(1.5)
Ungraded programs	1.1	1.8	0.4	0.3	0.9	1.3	0.5	0.9	1.5	1.1	0.4	2.1
	(0.4)	(0.9)	(0.3)	(0.4)	(0.4)	(0.7)	(0.4)	(0.7)	(0.7)	(0.5)	(0.5)	(1.3)
Number of respondents	526	154	134	64	325	201	142	155	229	368	86	67
Percentage in vocational education courses in:												
Regular education classes	13.3	6.9	17.5	21.9	15.4	9.5	12.2	15.7	12.6	12.9	12.0	19.2
	(2.7)	(2.9)	(5.0)	(9.0)	(3.6)	(3.8)	(5.3)	(5.0)	(3.8)	(3.1)	(6.5)	(9.4)
Special education classes	45.8	44.8	49.7	32.6	45.3	46.7	42.2	43.9	49.6	48.0	35.4	50.4
	(3.9)	(5.7)	(6.6)	(10.2)	(4.9)	(6.4)	(8.0)	(6.9)	(5.7)	(4.6)	(9.6)	(11.9)
Number of respondents	512	147	136	55	320	192	136	155	221	361	86	60
Average hours per week in vocational education courses in:*												
Regular education classes	1.7	1.0	2.2	2.9	1.8	1.5	1.1	2.2	1.7	1.5	2.0	2.0
	(0.4)	(0.4)	(0.7)	(1.3)	(0.4)	(0.6)	(0.5)	(0.7)	(0.6)	(0.4)	(0.9)	(1.1)
Special education classes	9.5	8.8	11.3	6.3	9.4	9.6	8.0	9.4	10.5	9.3	9.8	10.2
	(0.7)	(1.1)	(1.1)	(1.5)	(0.8)	(1.2)	(1.1)	(1.1)	(1.1)	(0.8)	(1.7)	(2.1)
Number of respondents	344	94	85	36	215	129	85	106	153	239	59	43

* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Average hours per week in occupationally-oriented vocational education in grades:					
7 or 8	---	---	---	---	---
9 or 10	1.0	1.0	0.6	---	0.9
	(0.6)	(0.7)	(0.7)		(0.8)
11 or 12	3.1	2.0	0.5	3.3	4.3
	(1.3)	(1.2)	(1.3)	(1.9)	(1.9)
Ungraded programs	0.9	1.2	0.7	1.8	1.7
	(0.7)	(0.4)	(0.6)	(0.9)	(1.1)
Number of respondents	203	323	174	100	124
Percentage in vocational education courses in:					
Regular education classes	23.5	1.1	2.5	19.3	26.1
	(5.1)	(1.0)	(2.2)	(6.8)	(6.6)
Special education classes	40.3	52.3	37.1	68.5	50.1
	(5.9)	(4.8)	(6.9)	(8.1)	(7.5)
Number of respondents	191	321	165	102	125
Average hours per week in vocational education courses in:*					
Regular education classes	3.0	0.2	0.3	1.8	2.8
	(0.7)	(0.2)	(0.3)	(0.8)	(0.8)
Special education classes	7.7	11.5	9.9	10.8	8.5
	(1.0)	(0.8)	(1.0)	(1.5)	(1.3)
Number of respondents	121	223	99	81	87

* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Continued)

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours per week in occupationally-oriented vocational education in grades:									
7 or 8	---	---	---	---	---	---	---	---	---
9 or 10	0.6	0.8	1.2	---	0.9	---	0.7	---	0.7
	(1.1)	(0.7)	(0.9)		(0.7)		(1.1)		(0.6)
11 or 12	---	3.8	3.5	2.4	3.0	---	2.6	2.3	5.3
		(2.0)	(2.1)	(1.6)	(1.4)		(2.2)	(1.7)	(2.2)
Ungraded programs	2.0	0.6	0.6	2.2	0.9	0.4	1.2	0.9	1.1
	(1.5)	(0.4)	(0.5)	(1.1)	(0.5)	(0.6)	(1.1)	(0.4)	(0.8)
Number of respondents	80	111	163	96	289	29	94	129	146
Percentage in vocational education courses in:									
Regular education classes	17.5	16.7	10.3	12.4	14.0	15.4	9.9	22.1	14.1
	(6.9)	(6.3)	(4.3)	(5.3)	(3.9)	(10.3)	(5.4)	(6.7)	(5.3)
Special education classes	60.7	42.7	51.9	53.9	45.8	50.3	46.5	52.3	51.7
	(8.9)	(8.4)	(7.1)	(8.1)	(5.5)	(14.3)	(9.1)	(8.0)	(7.6)
Number of respondents	80	110	158	92	285	30	91	127	145
Average hours per week in vocational education courses in:*									
Regular education classes	1.4	1.9	1.6	1.1	1.8	1.6	1.4	2.2	1.7
	(0.7)	(0.8)	(0.7)	(0.5)	(0.5)	(1.2)	(0.8)	(0.8)	(0.6)
Special education classes	9.8	8.7	10.8	9.3	9.7	9.0	8.7	9.4	10.3
	(1.5)	(1.5)	(1.1)	(1.3)	(0.9)	(2.5)	(1.4)	(1.3)	(1.3)
Number of respondents	56	77	105	68	190	18	63	84	101

* Of those taking vocational education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17A: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Vocational Education Courses	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of vocational education students studying:												
Prevocational skills	32.6	37.8	20.7	40.9	30.9	35.6	39.3	41.1	23.9	37.0	22.2	23.2
	(5.0)	(8.3)	(7.9)	(13.7)	(6.4)	(8.0)	(11.1)	(9.2)	(6.7)	(6.1)	(10.7)	(13.8)
Agriculture	6.0	11.5	0.0	9.9	7.5	3.4	6.6	5.5	6.0	6.6	3.2	6.2
	(2.6)	(5.4)	(0.0)	(8.3)	(3.7)	(3.0)	(5.6)	(4.3)	(3.7)	(3.2)	(4.5)	(7.9)
Distributive education	2.6	1.6	1.2	5.5	3.0	1.8	1.5	2.0	3.6	1.7	1.2	8.9
	(1.7)	(2.1)	(2.1)	(6.3)	(2.4)	(2.3)	(2.7)	(2.6)	(2.9)	(1.6)	(2.9)	(9.3)
Health occupations	0.7	2.1	0.0	0.0	0.3	1.4	0.0	0.3	1.4	0.2	3.8	0.0
	(0.9)	(2.4)	(0.0)	(0.0)	(0.8)	(2.0)	(0.0)	(0.9)	(1.8)	(0.6)	(4.9)	(0.0)
Office occupations	14.0	18.0	17.3	7.5	14.0	14.1	9.6	13.9	16.7	10.2	38.6	7.3
	(3.7)	(6.6)	(7.3)	(7.3)	(4.8)	(5.8)	(6.7)	(6.5)	(5.9)	(3.8)	(12.6)	(8.5)
Machine/auto/motor repair	5.2	3.3	0.0	15.5	8.0	0.1	10.3	4.4	2.7	6.0	4.1	0.0
	(2.4)	(3.1)	(0.0)	(10.1)	(3.8)	(0.6)	(6.9)	(3.8)	(2.5)	(3.0)	(5.1)	(0.0)
Construction trades	10.5	11.2	7.9	3.0	13.5	5.3	5.7	8.5	14.5	4.9	16.8	32.9
	(3.3)	(5.4)	(5.2)	(4.8)	(4.8)	(3.8)	(5.3)	(5.2)	(5.5)	(2.7)	(9.6)	(15.3)
Electronics/communications	4.0	3.9	0.0	13.7	6.3	0.0	0.0	5.7	5.3	2.2	8.6	8.4
	(2.1)	(3.3)	(0.0)	(9.5)	(3.4)	(0.0)	(0.0)	(4.3)	(3.5)	(1.8)	(7.2)	(9.0)
Manufacturing/industrial arts	6.2	7.2	2.3	10.0	4.7	8.8	11.0	6.7	3.1	6.9	6.0	0.8
	(2.6)	(4.4)	(2.9)	(8.3)	(2.9)	(4.7)	(7.1)	(4.7)	(2.7)	(3.2)	(6.1)	(3.0)
Painting/decorating/graphic art/ commercial art/drafting	1.1	1.5	1.8	0.0	1.7	0.0	1.6	2.3	0.1	1.5	0.0	0.5
	(1.1)	(2.1)	(2.6)	(0.0)	(1.8)	(0.0)	(2.9)	(2.8)	(0.6)	(1.5)	(0.0)	(2.3)
Food service	8.1	4.7	9.6	0.0	8.0	8.1	3.4	7.3	11.2	4.9	7.4	24.9
	(2.9)	(3.6)	(5.7)	(0.0)	(3.8)	(4.6)	(4.1)	(4.9)	(5.0)	(2.8)	(6.7)	(14.1)
Personal services	4.3	2.3	5.1	0.0	1.8	8.6	2.0	3.2	6.2	4.6	0.0	7.6
	(2.2)	(2.6)	(4.2)	(0.0)	(1.9)	(4.7)	(3.2)	(3.3)	(3.8)	(2.7)	(0.0)	(8.6)
Custodial services	8.6	6.0	16.4	4.4	10.2	5.8	4.6	3.5	13.7	7.3	17.0	6.3
	(3.0)	(4.1)	(7.2)	(5.7)	(4.2)	(3.9)	(4.8)	(3.5)	(5.4)	(3.3)	(9.7)	(7.9)
On-the-job/work experience	17.4	12.9	35.9	7.9	23.8	6.0	6.0	18.1	23.4	17.0	10.5	27.4
	(4.1)	(5.7)	(9.3)	(7.5)	(5.9)	(4.0)	(5.4)	(7.2)	(6.7)	(4.8)	(7.9)	(14.5)
Other	18.8	19.7	26.1	7.3	14.6	26.1	16.2	11.6	24.3	17.1	33.7	11.6
	(4.2)	(6.8)	(8.5)	(7.2)	(4.9)	(7.4)	(8.4)	(6.0)	(6.8)	(4.8)	(12.2)	(10.4)
Number of respondents	271	66	62	33	169	102	64	80	127	191	45	33

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17B: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Vocational Education Courses	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage of vocational education students studying:					
Prevocational skills	30.5	35.1	39.1	27.1	31.9
	(7.4)	(6.6)	(10.2)	(9.3)	(9.2)
Agriculture	4.2	8.2	3.2	10.8	7.0
	(3.2)	(3.8)	(3.7)	(6.5)	(5.1)
Distributive education	3.7	1.3	0.5	7.5	1.6
	(3.0)	(1.6)	(1.5)	(5.6)	(2.5)
Health occupations	1.1	0.3	0.0	1.9	0.4
	(1.6)	(0.8)	(0.0)	(2.9)	(1.2)
Office occupations	16.3	11.3	14.5	16.4	14.5
	(5.9)	(4.4)	(7.4)	(7.8)	(7.0)
Machine/auto/motor repair	8.1	1.7	0.2	0.5	11.4
	(4.4)	(1.8)	(0.8)	(1.4)	(6.3)
Construction trades	10.7	10.4	6.2	4.8	19.6
	(4.9)	(4.2)	(5.1)	(4.5)	(7.9)
Electronics/communications	6.2	1.4	0.0	4.9	8.2
	(3.8)	(1.6)	(0.0)	(4.5)	(5.4)
Manufacturing/industrial arts	4.8	7.8	6.4	5.6	6.5
	(3.4)	(3.7)	(5.1)	(4.9)	(4.9)
Painting/decorating/graphic art/ commercial art/drafting	0.8	1.5	0.0	0.0	3.0
	(1.4)	(1.7)	(0.0)	(0.0)	(3.4)
Food service	7.5	8.7	7.4	6.4	10.3
	(4.2)	(3.9)	(5.5)	(5.1)	(6.0)
Personal services	3.3	5.5	2.1	9.2	1.9
	(2.8)	(3.2)	(3.0)	(6.1)	(2.7)
Custodial services	2.0	16.5	10.7	13.6	2.3
	(2.2)	(5.1)	(6.5)	(7.2)	(3.0)
On-the-job/work experience	24.6	8.7	15.4	20.6	20.2
	(6.9)	(3.9)	(7.5)	(8.5)	(8.0)
Other	6.0	34.1	25.4	29.4	5.1
	(3.8)	(6.6)	(9.1)	(9.6)	(4.4)
Number of respondents	99	172	71	71	76

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 17C: VOCATIONAL EDUCATION PARTICIPATION BY STUDENTS WITH MULTIPLE HANDICAPS IN THEIR MOST RECENT YEAR IN SECONDARY SCHOOL (Concluded)

Vocational Education Courses	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of vocational education students studying:									
Prevocational skills	44.1	24.3	33.3	35.8	32.6	39.5	29.7	37.3	31.9
	(12.6)	(9.2)	(8.7)	(10.9)	(6.8)	(19.8)	(11.0)	(10.4)	(8.8)
Agriculture	6.9	5.9	7.0	12.3	6.3	0.0	5.8	5.3	7.2
	(6.4)	(5.0)	(4.7)	(7.5)	(3.5)	(0.0)	(5.6)	(4.8)	(4.9)
Distributive education	0.8	2.0	0.2	2.9	3.4	0.0	0.6	2.3	5.6
	(2.2)	(3.0)	(0.7)	(3.8)	(2.6)	(0.0)	(1.9)	(3.2)	(4.3)
Health occupations	0.0	2.1	0.0	2.5	0.0	1.4	0.6	0.0	1.5
	(0.0)	(3.0)	(0.0)	(3.6)	(0.0)	(4.8)	(1.9)	(0.0)	(2.3)
Office occupations	6.2	27.6	10.0	12.9	15.3	9.9	2.6	19.1	21.9
	(6.1)	(9.6)	(5.6)	(7.6)	(5.3)	(12.1)	(3.8)	(8.5)	(7.8)
Machine/auto/motor repair	2.7	9.0	2.3	2.7	5.2	6.4	1.7	9.0	3.5
	(4.1)	(6.1)	(2.8)	(3.7)	(3.2)	(10.0)	(3.1)	(6.2)	(3.5)
Construction trades	21.0	12.7	4.0	10.7	12.3	9.9	12.7	14.2	8.9
	(10.3)	(7.1)	(3.6)	(7.0)	(4.8)	(12.1)	(8.0)	(7.5)	(5.4)
Electronics/communications	4.6	5.2	0.0	0.0	6.2	4.6	4.2	0.0	10.6
	(5.3)	(5.2)	(0.0)	(0.0)	(3.5)	(8.5)	(4.8)	(0.0)	(5.8)
Manufacturing/industrial arts	8.8	5.0	5.3	7.9	6.1	0.0	1.4	9.6	5.7
	(7.2)	(4.7)	(4.2)	(6.1)	(3.5)	(0.0)	(2.8)	(6.4)	(4.4)
Painting/decorating/graphic art/ commercial art/drafting	0.0	2.2	0.0	5.8	0.0	0.0	2.0	2.1	0.0
	(0.0)	(3.1)	(0.0)	(5.3)	(0.0)	(0.0)	(3.4)	(3.1)	(0.0)
Food service	7.3	9.3	7.1	16.9	6.3	4.4	8.6	5.1	12.5
	(6.6)	(6.2)	(4.8)	(8.5)	(3.5)	(8.3)	(6.7)	(4.8)	(6.2)
Personal services	0.0	1.1	7.9	0.0	5.9	0.0	2.8	4.8	1.1
	(0.0)	(2.3)	(5.0)	(0.0)	(3.4)	(0.0)	(4.0)	(4.6)	(1.9)
Custodial services	3.9	9.2	13.1	10.2	7.1	0.5	6.1	3.6	15.2
	(4.9)	(6.2)	(6.2)	(6.9)	(3.7)	(2.8)	(5.8)	(4.0)	(6.8)
On-the-job/work experience	17.6	23.8	18.4	5.2	21.9	22.3	25.2	18.9	16.6
	(9.6)	(9.1)	(7.2)	(5.1)	(6.0)	(16.9)	(10.5)	(8.4)	(7.0)
Other	14.3	12.0	28.0	17.9	17.4	22.0	20.3	7.2	26.5
	(8.9)	(7.0)	(8.3)	(8.7)	(5.5)	(16.8)	(9.7)	(5.6)	(8.3)
Number of respondents	46	63	92	53	152	16	54	67	88

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Services/Programs	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with:*												
Chapter 1/Title 1	47.5	49.3	27.3	64.4	46.9	48.6	54.0	44.7	44.1	45.3	54.4	51.6
	(4.0)	(5.4)	(5.5)	(9.6)	(5.1)	(6.3)	(7.7)	(7.7)	(5.6)	(4.7)	(9.3)	(12.0)
Bilingual education	33.0	48.3	41.7	21.3	31.3	36.4	36.3	30.9	31.9	32.5	42.4	21.4
	(3.7)	(5.4)	(6.1)	(8.2)	(4.7)	(6.1)	(7.4)	(7.1)	(5.2)	(4.5)	(9.3)	(9.8)
State compensatory programs	39.3	43.7	19.7	60.8	39.4	39.0	42.2	36.6	38.8	38.6	46.7	30.4
	(3.9)	(5.3)	(4.9)	(9.8)	(5.0)	(6.1)	(7.6)	(7.4)	(5.5)	(4.6)	(9.4)	(11.0)
None of these	85.6	79.0	94.3	82.8	85.7	85.3	79.2	87.5	89.5	84.9	79.1	98.6
	(2.8)	(4.4)	(2.9)	(7.6)	(3.6)	(4.5)	(6.3)	(5.1)	(3.4)	(3.4)	(7.6)	(2.8)
Number of respondents	596	167	153	68	377	219	168	173	255	423	100	69
Percentage in schools that made available to secondary special education students:												
Life skills programs	97.3	97.0	98.1	95.7	97.8	96.2	97.5	96.3	97.7	96.4	98.9	100
	(1.5)	(2.0)	(2.1)	(4.4)	(1.7)	(2.8)	(2.8)	(3.1)	(1.9)	(2.0)	(2.1)	(0.0)
Vocational assessment/ counseling	84.4	90.1	95.1	65.4	81.8	90.0	77.3	78.8	94.2	82.4	96.6	78.8
	(3.2)	(3.5)	(3.3)	(10.4)	(4.3)	(4.3)	(7.5)	(6.7)	(3.0)	(4.1)	(3.8)	(11.5)
Work adjustment training	89.3	90.8	92.2	81.1	89.8	88.1	84.1	93.1	90.7	89.2	81.5	99.3
	(2.8)	(3.4)	(4.1)	(8.5)	(3.4)	(4.7)	(6.5)	(4.1)	(3.8)	(3.3)	(8.1)	(2.3)
Work exploration/experience	71.4	77.7	86.0	45.5	66.4	82.1	59.9	73.4	79.5	72.3	67.2	69.8
	(4.0)	(4.9)	(5.3)	(10.8)	(5.3)	(5.5)	(8.7)	(7.2)	(5.2)	(4.8)	(9.8)	(12.9)
Specific job skills training	63.0	59.0	66.8	58.0	63.1	63.0	54.4	67.3	67.1	63.8	53.4	71.4
	(4.3)	(5.8)	(7.2)	(11.0)	(5.5)	(7.0)	(8.9)	(7.7)	(6.1)	(5.1)	(10.4)	(12.9)
Job development/placement services	69.9	85.8	83.7	39.6	66.9	76.2	59.0	72.2	77.1	69.3	73.2	66.6
	(4.1)	(4.1)	(5.7)	(10.7)	(5.3)	(6.1)	(8.7)	(7.3)	(5.4)	(4.9)	(9.2)	(13.2)
Postemployment services	39.3	42.8	48.1	25.9	39.5	38.8	39.4	40.9	38.1	39.5	33.2	43.7
	(4.4)	(5.9)	(7.8)	(9.5)	(5.5)	(7.1)	(8.8)	(8.1)	(6.3)	(5.3)	(9.8)	(13.9)
None of these	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	488	136	99	55	314	174	134	146	208	345	82	55

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Services/Programs	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in schools with:*					
Chapter 1/Title 1	58.4	31.5	47.2	45.2	49.0
	(5.8)	(4.3)	(6.7)	(7.9)	(8.0)
Bilingual education	44.7	16.1	30.2	40.8	38.1
	(5.9)	(3.4)	(6.1)	(7.8)	(7.8)
State compensatory programs	53.1	19.3	39.0	32.0	49.7
	(5.9)	(3.7)	(6.5)	(7.4)	(8.0)
None of these	81.3	91.7	80.9	90.1	84.8
	(4.6)	(2.6)	(5.2)	(4.8)	(5.7)
Number of respondents	218	378	219	120	140
Percentage in schools that made available to secondary special education students:					
Life skills programs	95.5	100	100	95.5	95.4
	(2.7)	(0.0)	(0.0)	(3.7)	(3.6)
Vocational assessment/ counseling	78.3	93.7	89.8	92.0	76.1
	(5.4)	(2.6)	(4.6)	(4.8)	(7.4)
Work adjustment training	83.0	98.7	83.3	91.1	91.3
	(4.9)	(1.2)	(5.7)	(5.1)	(4.9)
Work exploration/experience	59.3	89.6	68.4	79.9	68.5
	(6.5)	(3.2)	(7.1)	(7.1)	(8.0)
Specific job skills training	64.4	61.2	59.6	64.7	68.2
	(6.4)	(5.2)	(7.5)	(8.5)	(8.1)
Job development/placement services	60.0	84.7	61.7	81.0	69.6
	(6.4)	(3.8)	(7.4)	(7.0)	(8.0)
Postemployment services	35.6	44.8	38.9	39.9	45.7
	(6.4)	(5.3)	(7.5)	(8.9)	(8.7)
None of these	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	166	322	167	101	123

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18C: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with:*									
Chapter 1/Title 1	64.9	42.9	38.5	43.5	44.8	66.3	65.9	42.9	36.2
	(9.2)	(7.7)	(6.7)	(7.5)	(5.5)	(12.9)	(8.2)	(7.8)	(7.4)
Bilingual education	33.0	37.4	32.0	35.6	30.6	40.7	45.8	29.0	25.5
	(9.1)	(7.5)	(6.4)	(7.2)	(5.1)	(13.4)	(8.6)	(7.2)	(6.7)
State compensatory programs	54.5	42.6	28.7	44.4	34.5	65.5	57.7	41.9	32.0
	(9.6)	(7.7)	(6.2)	(7.5)	(5.3)	(13.0)	(8.5)	(7.8)	(7.2)
None of these	91.7	78.9	84.5	83.3	83.7	89.8	83.9	84.3	86.4
	(5.3)	(6.3)	(5.0)	(5.6)	(4.1)	(8.2)	(6.3)	(5.8)	(5.3)
Number of respondents	103	136	191	110	344	39	119	153	175
Percentage in schools that made available to secondary special education students:									
Life skills programs	98.2	97.6	95.1	93.1	97.8	100	97.9	95.4	98.7
	(2.9)	(2.5)	(3.4)	(4.6)	(1.8)	(0.0)	(2.9)	(3.4)	(2.0)
Vocational assessment/ counseling	76.9	83.3	91.2	92.0	86.8	73.1	86.4	84.3	82.4
	(9.1)	(6.2)	(4.5)	(4.8)	(4.0)	(13.1)	(7.0)	(5.9)	(6.6)
Work adjustment training	92.0	78.1	93.7	78.4	89.3	93.9	84.9	84.2	93.1
	(5.8)	(6.9)	(3.8)	(7.3)	(3.7)	(7.1)	(7.3)	(5.9)	(4.4)
Work exploration/experience	63.8	69.9	75.1	60.7	77.9	55.0	60.5	72.6	73.7
	(10.3)	(7.7)	(6.8)	(8.7)	(4.9)	(14.7)	(9.9)	(7.2)	(7.7)
Specific job skills training	63.6	61.2	64.2	52.7	67.8	54.0	62.1	60.9	71.7
	(10.4)	(8.2)	(7.5)	(8.9)	(5.6)	(14.7)	(9.8)	(7.9)	(7.9)
Job development/placement services	62.6	67.2	73.5	76.0	72.1	51.9	59.9	70.9	72.3
	(10.4)	(7.8)	(6.9)	(7.6)	(5.3)	(14.7)	(9.9)	(7.4)	(7.8)
Postemployment services	36.7	43.8	40.9	38.5	45.1	29.5	31.9	44.7	47.4
	(10.4)	(8.4)	(7.8)	(8.7)	(6.0)	(13.6)	(9.6)	(8.1)	(8.7)
None of these	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	84	119	156	81	290	33	95	130	149

* Programs may be for nondisabled and/or special education students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18A: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Services/Programs	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that usually provided when needed:*												
Speech/language therapy	99.0	97.7	98.8	100	99.0	99.0	99.2	97.9	99.6	98.8	100	98.5
	(0.9)	(1.8)	(1.7)	(0.0)	(1.1)	(1.4)	(1.6)	(2.2)	(0.8)	(1.1)	(0.0)	(3.3)
Physical therapy	86.6	71.2	96.3	98.5	87.4	85.0	86.1	85.3	88.0	84.6	93.7	88.5
	(3.1)	(6.0)	(3.2)	(2.8)	(3.8)	(5.1)	(6.7)	(5.9)	(4.0)	(3.8)	(5.2)	(9.1)
Occupational therapy	84.8	70.4	93.4	92.2	87.0	80.3	83.1	83.2	87.4	83.1	93.5	86.2
	(3.2)	(5.9)	(4.2)	(6.2)	(3.9)	(5.8)	(7.2)	(6.1)	(4.1)	(3.9)	(5.3)	(9.9)
Hearing-loss therapy	86.5	73.3	94.3	98.7	85.1	89.5	82.4	81.2	93.7	83.2	98.5	97.8
	(3.2)	(6.0)	(4.0)	(2.9)	(4.3)	(4.7)	(7.7)	(6.7)	(3.1)	(4.1)	(2.8)	(4.3)
Psychotherapy/counseling	80.3	84.4	81.6	71.3	81.7	77.5	85.0	76.3	79.5	81.6	82.5	71.2
	(3.6)	(4.4)	(6.6)	(10.5)	(4.4)	(5.9)	(6.7)	(7.0)	(5.0)	(4.1)	(8.0)	(13.0)
Medical services	76.4	76.8	86.1	64.1	70.5	89.8	68.5	66.6	88.3	76.0	81.0	75.8
	(3.8)	(5.4)	(5.9)	(10.9)	(5.2)	(4.4)	(8.8)	(7.9)	(3.9)	(4.5)	(8.5)	(11.7)
Adaptive physical education	87.2	94.0	96.3	69.5	89.6	81.9	91.9	79.3	89.0	86.9	94.0	78.1
	(2.9)	(2.9)	(3.1)	(10.5)	(3.4)	(5.4)	(5.1)	(6.6)	(3.7)	(3.5)	(4.9)	(11.4)
Social work services	76.6	78.9	83.1	69.9	74.3	81.7	79.0	68.5	80.7	80.4	61.6	74.5
	(3.9)	(5.8)	(6.3)	(10.2)	(5.1)	(5.6)	(8.1)	(7.6)	(4.9)	(4.3)	(10.4)	(12.0)
Special transportation	98.7	98.5	99.2	100	98.5	99.4	100	99.1	97.6	99.6	94.3	100
	(1.0)	(1.5)	(1.4)	(0.0)	(1.4)	(1.1)	(0.0)	(1.5)	(1.8)	(0.6)	(4.7)	(0.0)
Human aides or tutors	97.9	94.0	100	100	97.9	97.9	96.9	98.2	98.5	97.2	99.8	99.4
	(1.3)	(2.9)	(0.0)	(0.0)	(1.6)	(2.0)	(3.2)	(2.1)	(1.5)	(1.7)	(0.9)	(2.0)
Physical aids	70.5	67.9	80.4	53.5	65.3	81.4	59.5	58.0	87.1	67.1	95.8	66.7
	(4.2)	(6.2)	(7.0)	(13.0)	(5.6)	(5.7)	(9.9)	(8.3)	(4.2)	(5.1)	(4.5)	(13.4)
None of these	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	403	96	78	39	260	143	105	124	174	291	63	46
Percentage in schools serving non-disabled students that had:**												
Regular education classrooms	93.1	88.9	98.7	92.0	94.2	90.6	87.4	96.4	96.0	90.8	96.2	100
	(3.7)	(5.2)	(2.4)	(6.8)	(4.3)	(6.9)	(9.4)	(5.1)	(4.1)	(4.9)	(6.7)	(0.0)
Part-time resource rooms	80.8	69.7	89.3	81.8	80.1	82.4	79.0	80.8	82.5	78.0	86.4	86.2
	(5.8)	(7.5)	(6.6)	(9.7)	(7.4)	(9.0)	(11.6)	(10.9)	(7.9)	(7.0)	(12.0)	(16.8)
Pull-out/itinerant services	89.7	93.1	86.2	89.8	89.9	89.1	88.0	94.2	88.1	89.7	88.9	89.5
	(4.5)	(4.1)	(7.3)	(7.6)	(5.6)	(7.3)	(9.2)	(6.4)	(6.7)	(5.2)	(11.0)	(15.0)
Self-contained classrooms	82.8	92.9	95.2	69.4	82.2	84.1	75.0	76.6	93.7	81.0	96.0	73.2
	(5.5)	(4.2)	(4.6)	(11.6)	(7.1)	(8.6)	(12.3)	(11.7)	(5.0)	(6.7)	(6.9)	(21.6)
All of these	62.1	60.3	80.9	51.3	61.4	63.8	52.7	55.5	74.7	58.2	76.5	59.5
	(7.1)	(8.0)	(8.4)	(12.5)	(9.0)	(11.3)	(14.2)	(13.7)	(9.0)	(8.4)	(14.9)	(24.0)
Number of respondents	169	72	53	43	109	60	53	48	68	122	27	17

* See Appendix for percentage of youth in schools that reported having students in need of these services.
** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18B: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Services/Programs	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in schools that usually provided when needed:*					
Speech/language therapy	98.7	99.4	100	98.9	97.9
	(1.5)	(0.8)	(0.0)	(1.8)	(2.6)
Physical therapy	92.3	79.2	87.5	81.1	86.2
	(4.0)	(4.2)	(4.9)	(6.8)	(6.9)
Occupational therapy	86.5	82.8	85.9	77.3	87.1
	(5.2)	(3.8)	(5.1)	(7.5)	(6.5)
Hearing-loss therapy	88.0	84.9	88.8	83.8	86.6
	(5.4)	(3.8)	(5.0)	(6.6)	(6.9)
Psychotherapy/counseling	79.4	81.6	79.6	90.5	85.4
	(5.8)	(4.0)	(6.0)	(5.1)	(6.6)
Medical services	68.4	86.4	79.7	80.7	73.8
	(7.0)	(3.5)	(6.0)	(7.0)	(8.5)
Adaptive physical education	80.0	97.2	90.5	93.7	83.0
	(5.7)	(1.7)	(4.3)	(4.2)	(6.9)
Social work services	76.1	77.4	78.1	72.8	77.9
	(6.5)	(4.4)	(6.4)	(8.0)	(7.8)
Special transportation	98.9	98.4	99.5	100	96.7
	(1.4)	(1.3)	(1.1)	(0.0)	(3.3)
Human aides or tutors	98.9	96.5	97.9	94.2	99.0
	(1.5)	(1.9)	(2.1)	(4.0)	(1.8)
Physical aids	69.1	71.9	79.1	70.2	66.1
	(7.6)	(4.6)	(6.3)	(8.1)	(9.5)
None of these	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	113	290	136	92	94
Percentage in schools serving non-disabled students that had:**					
Regular education classrooms	93.1	---	94.5	92.3	89.9
	(3.4)		(6.5)	(7.7)	(7.5)
Part-time resource rooms	80.8	---	73.6	90.4	81.1
	(5.3)		(12.5)	(8.4)	(9.7)
Pull-out/itinerant services	89.7	---	81.8	97.9	90.7
	(4.1)		(10.9)	(4.2)	(7.2)
Self-contained classrooms	82.8	---	87.6	88.6	83.9
	(5.1)		(9.3)	(9.1)	(9.1)
All of these	62.1	---	57.4	77.9	63.5
	(6.5)		(14.0)	(11.9)	(11.9)
Number of respondents	169	0	43	36	63

* See Appendix for percentage of youth in schools that reported having students in need of these services.
** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 18C: SERVICES AND PROGRAMS AVAILABLE IN SCHOOLS ATTENDED BY SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that usually provided when needed:*									
Speech/language therapy	100	98.2	98.8	95.6	99.5	100	99.0	98.6	99.3
	(0.0)	(2.2)	(1.6)	(3.6)	(0.8)	(0.0)	(1.8)	(2.1)	(1.4)
Physical therapy	92.2	86.7	80.4	83.5	85.9	85.3	91.8	80.7	87.3
	(6.0)	(5.9)	(6.1)	(7.1)	(4.2)	(11.0)	(5.2)	(7.3)	(5.9)
Occupational therapy	91.2	79.8	86.4	81.2	84.5	87.2	89.7	77.6	89.2
	(6.2)	(7.0)	(5.3)	(7.3)	(4.4)	(10.4)	(5.7)	(7.6)	(5.5)
Hearing-loss therapy	89.7	82.2	88.1	82.3	86.4	92.6	89.1	78.5	93.0
	(6.9)	(7.1)	(5.2)	(7.4)	(4.4)	(8.5)	(6.4)	(7.7)	(4.8)
Psychotherapy/counseling	74.0	91.5	80.6	86.9	79.1	92.6	86.9	81.7	81.3
	(9.4)	(4.9)	(6.1)	(6.1)	(5.0)	(7.9)	(6.3)	(7.1)	(6.8)
Medical services	81.9	66.2	81.4	89.8	71.8	91.9	83.4	71.5	74.8
	(8.3)	(8.4)	(6.1)	(5.4)	(5.6)	(8.5)	(7.0)	(8.4)	(7.8)
Adaptive physical education	79.5	88.8	93.1	88.4	85.9	100	89.4	89.6	82.7
	(8.7)	(5.4)	(3.9)	(5.7)	(4.2)	(0.0)	(5.6)	(5.5)	(6.7)
Social work services	76.1	71.8	83.2	83.1	75.2	89.0	77.8	82.9	70.7
	(9.5)	(8.0)	(5.9)	(7.1)	(5.4)	(9.5)	(8.1)	(6.8)	(8.2)
Special transportation	100	96.5	99.2	97.9	98.6	98.7	100	96.3	100
	(0.0)	(3.1)	(1.4)	(2.6)	(1.4)	(3.2)	(0.0)	(3.4)	(0.0)
Human aides or tutors	97.9	96.9	97.5	93.3	98.3	100	98.1	96.3	98.3
	(3.0)	(2.9)	(2.4)	(4.4)	(1.6)	(0.0)	(2.4)	(3.3)	(2.3)
Physical aids	74.7	66.0	70.6	82.7	71.5	76.9	85.3	65.8	67.8
	(9.8)	(8.8)	(7.2)	(7.1)	(5.7)	(14.8)	(7.2)	(8.7)	(8.6)
None of these	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	70	94	131	64	244	22	76	111	120
Percentage in schools serving non-disabled students that had:**									
Regular education classrooms	98.6	84.8	93.7	94.4	92.8	89.6	96.4	85.5	94.4
	(3.9)	(9.2)	(6.5)	(6.8)	(5.3)	(12.2)	(5.2)	(9.9)	(6.9)
Part-time resource rooms	80.6	76.6	86.0	70.9	87.1	63.6	79.0	83.4	76.0
	(13.1)	(10.8)	(9.3)	(13.4)	(6.9)	(19.2)	(11.3)	(10.5)	(12.7)
Pull-out/itinerant services	88.9	87.3	93.8	79.5	95.0	70.5	83.7	87.3	96.2
	(10.4)	(8.5)	(6.5)	(11.9)	(4.5)	(18.2)	(10.3)	(9.4)	(5.7)
Self-contained classrooms	84.1	81.9	94.0	91.7	82.8	93.9	94.3	78.5	85.1
	(12.1)	(9.9)	(6.3)	(8.1)	(7.8)	(9.6)	(6.4)	(11.6)	(10.6)
All of these	64.6	54.5	77.0	56.9	67.7	57.4	69.9	59.4	60.4
	(15.9)	(12.8)	(11.3)	(14.6)	(9.7)	(19.7)	(12.7)	(13.9)	(14.5)
Number of respondents	33	50	48	28	95	17	41	49	48

* See Appendix for percentage of youth in schools that reported having students in need of these services.
** See Table 9 for percentage of youth in schools other than special schools that served only disabled students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19A: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Services/Programs	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with vocational classes designed specifically for students with disabilities	64.0	73.6	78.5	34.4	65.5	61.0	67.7	65.9	60.0	68.1	48.0	61.1
	(4.3)	(5.3)	(6.5)	(10.3)	(5.4)	(7.1)	(8.6)	(7.8)	(6.3)	(5.0)	(10.3)	(13.7)
Number of respondents	491	135	99	59	315	176	131	147	213	346	84	57
Percentage in schools that helped students with disabilities in regular vocational classes by:*												
Making physical adaptations	43.5	46.6	73.3	18.6	40.9	50.3	35.0	47.4	49.4	49.1	29.7	33.7
	(7.4)	(9.3)	(10.3)	(11.1)	(9.1)	(12.3)	(13.7)	(13.8)	(10.4)	(9.1)	(16.5)	(19.4)
Increasing teacher contact	68.6	79.7	71.8	61.0	66.6	73.8	55.1	89.6	66.7	70.9	46.0	81.3
	(6.9)	(7.5)	(10.5)	(13.9)	(8.7)	(10.8)	(14.3)	(8.5)	(9.8)	(8.3)	(18.0)	(16.0)
Providing human aides	71.7	65.2	74.9	72.6	74.1	65.4	63.7	80.8	73.2	67.1	79.0	83.0
	(6.7)	(8.8)	(10.1)	(12.7)	(8.1)	(11.7)	(13.8)	(10.9)	(9.2)	(8.6)	(14.7)	(15.4)
Simplifying instruction	62.6	56.0	73.7	57.4	63.6	59.9	68.8	74.6	47.3	72.9	25.2	58.2
	(7.2)	(9.2)	(10.2)	(14.1)	(8.9)	(12.0)	(13.3)	(12.1)	(10.4)	(8.1)	(15.7)	(20.2)
Other accommodations	12.4	4.9	20.9	10.7	11.0	16.1	12.8	5.3	17.4	11.6	13.8	15.3
	(4.9)	(4.0)	(9.5)	(8.8)	(5.8)	(9.0)	(9.6)	(6.2)	(7.9)	(5.8)	(12.5)	(14.8)
Number of respondents	140	58	46	33	93	47	43	44	53	103	20	15
Average percentage of vocational course time spent in:												
Classroom instruction	55.3	52.6	48.3	66.4	54.7	56.8	61.4	53.8	51.5	55.7	57.8	48.8
	(2.7)	(3.7)	(4.2)	(7.1)	(3.3)	(4.3)	(5.7)	(4.0)	(4.1)	(3.2)	(7.3)	(7.3)
Work experience at school	17.4	16.4	19.6	13.8	17.7	16.6	17.3	21.2	14.7	17.8	15.2	18.7
	(1.7)	(2.5)	(2.4)	(4.3)	(2.1)	(2.5)	(3.8)	(2.9)	(2.2)	(2.0)	(4.0)	(4.8)
Community-based experience	21.0	22.7	24.1	15.5	20.8	21.6	16.0	19.3	26.3	20.7	18.2	27.1
	(2.3)	(2.8)	(3.3)	(6.7)	(2.9)	(3.4)	(3.7)	(3.6)	(3.7)	(2.5)	(5.4)	(9.1)
Number of respondents	445	113	92	50	285	160	120	132	193	314	73	54

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19B: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Services/Programs	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in schools with vocational classes designed specifically for students with disabilities	48.6	87.5	53.6	78.0	64.7
	(6.6)	(3.5)	(7.6)	(7.6)	(8.3)
Number of respondents	169	322	170	102	123
Percentage in schools that helped students with disabilities in regular vocational classes by:*					
Making physical adaptations	43.5	---	36.1	54.7	45.3
	(7.4)		(14.3)	(13.8)	(13.0)
Increasing teacher contact	68.6	---	52.6	71.9	69.3
	(6.9)		(14.9)	(12.4)	(12.0)
Providing human aides	71.7	---	75.5	51.0	73.6
	(6.7)		(12.8)	(13.8)	(11.5)
Simplifying instruction	62.6	---	48.3	63.5	72.6
	(7.2)		(14.9)	(13.3)	(11.6)
Other accommodations	12.4	---	20.0	16.1	9.8
	(4.9)		(11.9)	(10.2)	(7.8)
Number of respondents	140	0	31	32	53
Average percentage of vocational course time spent in:					
Classroom instruction	57.9	51.5	55.0	52.5	54.6
	(4.1)	(3.0)	(4.9)	(5.3)	(5.3)
Work experience at school	14.5	21.5	18.8	16.4	15.6
	(2.4)	(2.0)	(3.1)	(3.4)	(3.1)
Community-based experience	18.5	24.6	20.4	26.8	23.0
	(3.4)	(2.6)	(3.5)	(4.8)	(4.9)
Number of respondents	147	298	147	95	111

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 19C: VOCATIONAL EDUCATION PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Services/Programs	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with vocational classes designed specifically for students with disabilities	62.1	47.8	81.1	55.6	63.5	69.8	51.1	67.5	63.7
	(10.6)	(8.4)	(6.2)	(9.0)	(5.8)	(13.5)	(10.1)	(7.7)	(8.5)
Number of respondents	83	122	157	81	294	34	99	129	149
Percentage in schools that helped students with disabilities in regular vocational classes by:*									
Making physical adaptations	38.5	41.3	54.9	38.8	49.3	---	36.0	49.1	45.6
	(18.0)	(12.8)	(13.3)	(15.1)	(9.9)		(15.5)	(12.3)	(16.1)
Increasing teacher contact	62.0	73.5	57.7	55.9	72.2	---	49.4	78.9	61.3
	(18.0)	(11.5)	(13.2)	(15.4)	(8.9)		(16.1)	(10.1)	(15.7)
Providing human aides	64.8	79.5	63.7	54.3	80.7	---	65.9	70.3	72.7
	(17.7)	(10.5)	(12.8)	(15.4)	(7.8)		(15.3)	(11.3)	(14.4)
Simplifying instruction	76.5	58.7	55.1	49.8	62.1	---	59.8	74.5	50.2
	(15.7)	(12.8)	(13.3)	(15.5)	(9.6)		(15.8)	(10.8)	(16.2)
Other accommodations	8.8	13.7	15.0	24.1	14.1	---	6.5	13.6	23.2
	(10.5)	(9.0)	(9.5)	(13.2)	(6.9)		(8.0)	(8.5)	(13.6)
Number of respondents	23	39	43	24	79	12	33	44	36
Average percentage of vocational course time spent in:									
Classroom instruction	58.4	57.8	47.4	62.3	51.6	63.0	62.1	55.6	48.2
	(6.7)	(5.2)	(4.9)	(5.5)	(3.4)	(11.9)	(6.8)	(5.0)	(4.9)
Work experience at school	15.0	13.7	22.3	15.1	18.5	10.1	11.6	16.2	20.6
	(3.9)	(2.7)	(3.6)	(3.3)	(2.2)	(5.9)	(3.7)	(3.1)	(3.1)
Community-based experience	22.2	20.0	24.7	17.8	22.6	25.8	18.9	23.0	25.3
	(5.1)	(4.8)	(3.9)	(3.5)	(3.1)	(9.9)	(4.9)	(3.7)	(5.5)
Number of respondents	76	107	142	74	269	26	86	118	136

* See Appendix for percentage of youth in schools that served nondisabled students and placed disabled youth in regular vocational education classes.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	84.4	90.1	95.1	65.4	81.8	90.0	77.3	78.8	94.2	82.4	96.6	78.8
	(3.1)	(3.6)	(3.3)	(10.3)	(4.2)	(4.1)	(7.4)	(6.4)	(2.7)	(3.8)	(3.6)	(10.9)
Number of respondents	495	137	103	58	318	177	136	148	211	352	82	57
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:												
Routinely to all students	33.3	26.8	52.0	36.3	33.9	32.0	37.7	36.3	28.4	34.0	22.9	43.1
	(4.1)	(5.5)	(7.8)	(11.1)	(5.1)	(7.0)	(8.5)	(6.9)	(6.1)	(4.8)	(9.1)	(14.1)
Routinely only to special education students	47.1	56.8	25.0	41.4	42.3	56.6	38.1	51.4	50.6	49.1	43.3	42.2
	(4.4)	(6.2)	(6.8)	(11.3)	(5.3)	(7.5)	(8.5)	(7.2)	(6.8)	(5.1)	(10.7)	(14.1)
Routinely only to those with some disabilities	4.4	4.5	9.7	0.0	4.4	4.5	2.6	3.7	6.1	5.0	5.2	0.0
	(1.8)	(2.6)	(4.6)	(0.0)	(2.2)	(3.1)	(2.8)	(2.7)	(3.2)	(2.2)	(4.8)	(0.0)
Occasionally to special education students	14.7	12.0	13.3	20.3	18.7	6.9	20.0	8.5	14.9	11.3	28.5	14.8
	(3.1)	(4.0)	(5.3)	(9.3)	(4.2)	(3.8)	(7.0)	(4.0)	(4.8)	(3.2)	(9.8)	(10.1)
Rarely or never to special education students	0.5	0.0	0.0	1.9	0.7	0.0	1.5	0.0	0.0	0.7	0.0	0.0
	(0.6)	(0.0)	(0.0)	(3.2)	(0.9)	(0.0)	(2.1)	(0.0)	(0.0)	(0.8)	(0.0)	(0.0)
Number of respondents	448	124	99	48	288	160	121	136	191	322	75	48
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*												
Grades 7 or 8	20.8	22.9	8.6	35.2	17.7	27.2	21.1	18.1	22.1	17.8	37.9	14.8
	(4.0)	(6.7)	(5.1)	(13.1)	(4.8)	(6.8)	(8.4)	(7.2)	(5.4)	(4.4)	(10.8)	(10.4)
Grades 9 or 10	54.0	58.3	63.4	40.2	53.7	54.7	47.0	62.4	54.2	52.5	50.7	67.6
	(4.6)	(6.7)	(8.3)	(12.0)	(5.9)	(7.2)	(9.7)	(8.4)	(6.1)	(5.4)	(10.4)	(13.2)
Grades 11 or 12	56.8	60.4	70.9	38.7	56.0	58.3	48.6	64.1	58.5	53.6	58.1	73.2
	(4.5)	(6.5)	(7.5)	(12.5)	(5.8)	(7.0)	(9.6)	(8.3)	(6.0)	(5.4)	(10.2)	(12.6)
Ungraded classes	67.2	60.5	83.1	49.2	67.2	67.3	62.1	66.3	71.3	69.6	59.9	69.4
	(4.6)	(7.8)	(7.2)	(13.7)	(6.0)	(7.2)	(10.2)	(8.9)	(5.9)	(5.4)	(11.2)	(13.5)
Number of respondents	371	75	66	36	231	140	97	102	172	257	64	47

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	78.3	93.7	89.8	92.0	76.1
	(5.5)	(2.4)	(4.3)	(4.6)	(7.5)
Number of respondents	171	324	169	105	124
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:					
Routinely to all students	59.6	0.0	21.0	35.0	41.8
	(6.4)	(0.0)	(6.5)	(8.8)	(7.8)
Routinely only to special education students	21.6	79.4	54.5	43.9	45.2
	(5.4)	(4.4)	(8.0)	(9.2)	(7.8)
Routinely only to those with some disabilities	0.4	9.6	4.6	1.1	2.4
	(0.8)	(3.2)	(3.4)	(1.9)	(2.4)
Occasionally to special education students	17.7	11.0	20.0	17.4	10.5
	(5.0)	(3.4)	(6.4)	(7.0)	(4.8)
Rarely or never to special education students	0.8	0.0	0.0	2.6	0.0
	(1.2)	(0.0)	(0.0)	(2.9)	(0.0)
Number of respondents	151	297	150	97	113
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*					
Grades 7 or 8	20.0	21.6	29.6	19.7	8.9
	(8.0)	(4.2)	(6.8)	(7.6)	(6.5)
Grades 9 or 10	61.6	45.0	35.9	70.0	65.1
	(7.7)	(5.1)	(7.0)	(8.3)	(9.5)
Grades 11 or 12	62.5	50.2	43.7	69.4	62.2
	(7.7)	(5.1)	(7.2)	(8.2)	(9.9)
Ungraded classes	56.7	77.7	69.6	74.3	63.8
	(9.9)	(4.3)	(7.0)	(8.4)	(11.0)
Number of respondents	77	294	148	81	74

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20C: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided vocational assessment/ career counseling to secondary special education students	76.9	83.3	91.2	92.0	86.8	73.1	86.4	84.3	82.4
	(8.7)	(6.1)	(4.2)	(4.7)	(4.0)	(12.5)	(6.2)	(6.3)	(6.4)
Number of respondents	85	122	158	82	295	34	98	131	151
Of students in schools providing vocational assessment/counseling, percentage in schools that provided it:									
Routinely to all students	25.8	33.1	38.8	29.0	33.0	23.0	23.7	41.6	31.2
	(9.0)	(8.2)	(7.8)	(8.5)	(5.6)	(11.9)	(8.6)	(8.2)	(7.4)
Routinely only to special education students	59.3	45.9	41.3	50.1	43.7	68.1	54.4	40.0	50.8
	(10.1)	(8.7)	(7.9)	(9.3)	(5.9)	(13.1)	(10.1)	(8.1)	(7.9)
Routinely only to those with some disabilities	1.3	0.7	5.5	3.2	4.6	6.1	0.8	2.6	3.1
	(2.3)	(1.4)	(3.7)	(3.3)	(2.5)	(6.7)	(1.8)	(2.7)	(2.7)
Occasionally to special education students	13.6	20.3	12.5	17.6	17.9	2.8	21.1	14.2	14.9
	(7.1)	(7.0)	(5.3)	(7.1)	(4.5)	(4.7)	(8.3)	(5.8)	(5.7)
Rarely or never to special education students	0.0	0.0	1.9	0.0	0.7	0.0	0.0	1.5	0.0
	(0.0)	(0.0)	(2.2)	(0.0)	(1.0)	(0.0)	(0.0)	(2.0)	(0.0)
Number of respondents	76	108	143	77	268	30	91	118	134
Of students in schools providing vocational assessment/counseling, percentage in schools providing it in:*									
Grades 7 or 8	24.8	19.4	16.5	22.3	24.8	6.0	33.4	10.2	14.5
	(10.3)	(7.4)	(6.1)	(8.3)	(5.7)	(7.2)	(9.7)	(6.1)	(6.5)
Grades 9 or 10	48.7	51.1	60.6	62.4	56.6	28.0	43.3	58.2	55.2
	(11.3)	(8.8)	(7.6)	(8.9)	(6.2)	(12.9)	(9.3)	(9.3)	(8.8)
Grades 11 or 12	55.6	50.2	64.1	65.4	59.4	29.1	48.2	58.5	57.3
	(11.2)	(8.9)	(7.4)	(8.9)	(6.1)	(13.0)	(9.5)	(9.3)	(8.7)
Ungraded classes	73.9	55.3	75.5	64.1	70.8	53.9	64.0	72.1	68.5
	(10.6)	(9.4)	(7.2)	(9.9)	(6.0)	(14.7)	(10.0)	(9.0)	(8.7)
Number of respondents	63	92	123	57	230	29	73	96	120

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20A: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing vocational assessment/counseling, percentage in schools that:												
Used formal assessment of student interests/skills	91.6	89.7	93.6	94.4	91.2	92.5	93.3	86.6	93.5	92.0	89.1	94.4
	(2.5)	(3.8)	(3.8)	(5.5)	(3.2)	(3.8)	(4.7)	(5.6)	(3.0)	(2.8)	(6.6)	(6.7)
Gave students information about alternative careers	75.8	75.0	73.1	75.8	76.8	73.8	72.3	82.0	74.3	74.6	72.2	89.3
	(3.9)	(5.4)	(6.9)	(10.2)	(4.8)	(6.3)	(8.4)	(6.3)	(5.4)	(4.6)	(9.4)	(9.0)
Recommended specific careers	61.6	59.0	60.8	55.6	61.4	62.1	55.1	60.4	66.8	58.0	60.9	84.5
	(4.4)	(6.1)	(7.6)	(11.8)	(5.6)	(7.0)	(9.4)	(8.0)	(5.8)	(5.2)	(10.3)	(10.5)
Recommended specific training/ education	68.4	67.9	66.8	63.0	68.0	69.2	65.8	72.1	68.0	67.6	60.1	86.8
	(4.2)	(5.8)	(7.3)	(11.5)	(5.3)	(6.7)	(8.9)	(7.4)	(5.8)	(4.9)	(10.3)	(9.8)
Informed students about colleges/ training programs for students with disabilities	51.0	47.5	55.9	37.2	53.2	46.7	45.7	56.7	51.1	48.8	46.6	69.7
	(4.5)	(6.2)	(7.7)	(11.5)	(5.7)	(7.2)	(9.4)	(8.1)	(6.2)	(5.2)	(10.5)	(13.3)
Number of respondents	448	124	99	48	288	160	121	136	191	322	75	48

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20B: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Of students in schools providing vocational assessment/counseling, percentage in schools that:					
Used formal assessment of student interests/skills	91.5	91.8	94.0	82.5	95.5
	(4.0)	(2.9)	(3.6)	(6.6)	(3.8)
Gave students information about alternative careers	81.4	68.6	65.4	86.5	86.5
	(5.6)	(4.8)	(7.2)	(6.0)	(6.3)
Recommended specific careers	71.5	49.2	50.9	65.9	74.7
	(6.4)	(5.2)	(7.6)	(8.3)	(8.0)
Recommended specific training/ education	73.1	62.5	54.4	79.6	82.3
	(6.3)	(5.0)	(7.5)	(7.1)	(7.1)
Informed students about colleges/ training programs for students with disabilities	60.7	38.6	35.8	73.1	56.6
	(7.0)	(5.1)	(7.3)	(7.8)	(9.2)
Number of respondents	151	297	150	97	113

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 20C: VOCATIONAL ASSESSMENT/COUNSELING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing vocational assessment/counseling, percentage in schools that:									
Used formal assessment of student interests/skills	93.5	91.9	92.9	93.4	91.9	95.5	93.6	93.4	90.6
	(5.4)	(4.7)	(4.0)	(4.4)	(3.4)	(6.2)	(4.6)	(4.5)	(5.2)
Gave students information about alternative careers	66.3	85.2	76.9	70.0	76.1	86.4	70.4	81.2	83.3
	(10.3)	(6.2)	(6.5)	(8.1)	(5.3)	(10.3)	(8.5)	(7.1)	(6.6)
Recommended specific careers	60.3	69.1	58.6	60.5	60.7	74.5	62.3	67.6	64.1
	(10.7)	(8.0)	(7.6)	(8.7)	(6.0)	(13.1)	(9.0)	(8.5)	(8.5)
Recommended specific training/ education	65.7	75.3	65.9	64.3	66.1	86.2	63.8	74.9	73.5
	(10.4)	(7.5)	(7.3)	(8.5)	(5.8)	(10.4)	(9.0)	(7.9)	(7.9)
Informed students about colleges/ training programs for students with disabilities	48.1	49.6	53.6	45.7	53.9	35.3	39.8	57.8	55.5
	(10.9)	(8.7)	(7.7)	(8.8)	(6.1)	(14.4)	(9.1)	(9.0)	(8.8)
Number of respondents	76	108	143	77	268	30	91	118	134

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided work adjustment training to secondary special ed. students	89.0	90.8	92.2	81.1	89.5	88.1	84.1	92.4	90.7	88.9	81.5	99.3
	(2.7)	(3.4)	(4.1)	(8.5)	(3.3)	(4.4)	(6.5)	(4.2)	(3.4)	(3.1)	(7.8)	(2.2)
Number of respondents	496	137	103	58	319	177	136	149	211	353	82	57
Of students in schools providing work adjustment training, percentage in schools that provided it:												
Routinely to all students	31.1	31.9	41.7	34.5	30.0	33.6	37.9	26.1	29.6	31.4	31.6	26.6
	(4.3)	(5.7)	(7.8)	(11.6)	(5.4)	(7.3)	(8.9)	(7.6)	(6.3)	(5.2)	(9.4)	(12.5)
Routinely only to special education students	55.2	56.6	36.4	59.0	56.4	52.5	51.2	60.0	54.8	55.5	42.1	69.9
	(4.6)	(6.1)	(7.7)	(11.9)	(5.8)	(7.7)	(9.2)	(8.4)	(6.8)	(5.6)	(10.0)	(13.0)
Routinely only to those with some disabilities	7.9	8.5	10.9	1.4	6.8	10.3	6.6	3.8	11.9	7.4	17.2	0.7
	(2.5)	(3.4)	(5.0)	(2.9)	(2.9)	(4.7)	(4.6)	(3.3)	(4.4)	(3.0)	(7.6)	(2.4)
Occasionally to special education students	5.8	3.0	11.1	5.0	6.8	3.5	4.3	10.1	3.7	5.7	9.1	2.8
	(2.2)	(2.1)	(5.0)	(5.3)	(2.9)	(2.8)	(3.7)	(5.2)	(2.6)	(2.6)	(5.8)	(4.7)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	462	126	96	47	300	162	125	140	197	326	76	56
Of students in schools providing work adjustment training, percentage in schools with training in:*												
Grades 7 or 8	24.9	16.3	18.9	37.7	24.0	27.1	22.9	33.9	20.5	25.9	13.3	35.6
	(4.1)	(5.8)	(6.8)	(12.4)	(5.2)	(6.7)	(8.5)	(8.6)	(5.1)	(4.9)	(7.6)	(13.8)
Grades 9 or 10	48.9	56.7	40.7	45.6	48.0	50.8	56.6	50.1	42.3	49.5	44.0	53.3
	(4.5)	(6.5)	(8.3)	(12.8)	(5.8)	(7.3)	(9.4)	(8.4)	(6.1)	(5.3)	(10.7)	(14.2)
Grades 11 or 12	61.1	60.2	72.4	53.8	60.7	61.9	63.7	62.7	58.3	59.7	55.5	76.5
	(4.3)	(6.2)	(7.3)	(12.2)	(5.5)	(6.9)	(9.0)	(8.0)	(5.9)	(5.1)	(10.2)	(11.8)
Ungraded classes	68.2	60.2	82.5	49.2	68.6	67.1	64.5	69.9	69.8	72.5	49.6	73.8
	(4.6)	(7.9)	(7.3)	(13.7)	(5.9)	(7.3)	(10.1)	(8.7)	(6.0)	(5.2)	(11.5)	(12.9)
Number of respondents	371	75	65	36	232	139	97	102	172	258	63	47

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21B: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in schools that provided work adjustment training to secondary special ed. students	83.0	98.1	82.7	91.1	91.3
	(5.0)	(1.4)	(5.4)	(4.8)	(5.0)
Number of respondents	171	325	170	105	124
Of students in schools providing work adjustment training, percentage in schools that provided it:					
Routinely to all students	56.1	0.0	20.1	37.4	42.0
	(7.2)	(0.0)	(6.5)	(8.9)	(8.9)
Routinely only to special education students	34.8	80.7	62.0	52.1	48.0
	(6.9)	(4.2)	(7.9)	(9.2)	(9.0)
Routinely only to those with some disabilities	3.1	13.9	11.2	3.9	4.6
	(2.5)	(3.7)	(5.1)	(3.6)	(3.8)
Occasionally to special education students	6.0	5.5	6.6	6.6	5.4
	(3.4)	(2.4)	(4.1)	(4.6)	(4.1)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	144	318	152	101	116
Of students in schools providing work adjustment training, percentage in schools with training in:*					
Grades 7 or 8	21.8	28.2	21.7	26.1	19.2
	(7.9)	(4.6)	(6.1)	(8.2)	(8.8)
Grades 9 or 10	48.1	49.7	24.3	55.4	67.4
	(8.2)	(5.0)	(6.3)	(9.1)	(9.0)
Grades 11 or 12	66.4	54.9	41.0	69.4	76.2
	(7.3)	(4.9)	(7.1)	(8.3)	(8.2)
Ungraded classes	51.2	84.8	70.9	76.4	61.8
	(10.1)	(3.7)	(6.9)	(8.2)	(11.1)
Number of respondents	76	295	149	80	74

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21C: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work adjustment training to secondary special ed. students	92.0	78.1	93.7	77.1	89.3	93.9	84.9	84.2	92.3
	(5.6)	(6.8)	(3.6)	(7.2)	(3.6)	(6.8)	(6.4)	(6.3)	(4.5)
Number of respondents	85	122	158	83	295	34	98	131	152
Of students in schools providing work adjustment training, percentage in schools that provided it:									
Routinely to all students	33.8	38.2	26.5	30.3	30.6	40.1	42.0	39.5	21.9
	(11.0)	(8.6)	(7.2)	(8.3)	(5.7)	(15.1)	(10.9)	(8.3)	(7.5)
Routinely only to special education students	57.5	47.1	56.4	47.9	55.6	51.1	49.5	48.7	61.3
	(11.5)	(8.9)	(8.1)	(9.0)	(6.1)	(15.4)	(11.0)	(8.5)	(8.9)
Routinely only to those with some disabilities	4.7	6.0	9.5	12.5	7.7	7.9	5.7	6.7	5.8
	(4.9)	(4.2)	(4.8)	(6.0)	(3.3)	(8.3)	(5.1)	(4.2)	(4.3)
Occasionally to special education students	3.9	8.6	7.6	9.3	6.1	0.9	2.9	5.1	10.9
	(4.5)	(5.0)	(4.3)	(5.3)	(2.9)	(2.9)	(3.7)	(3.7)	(5.7)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	79	109	148	73	278	32	89	121	141
Of students in schools providing work adjustment training, percentage in schools with training in:*									
Grades 7 or 8	32.8	6.9	23.7	18.1	27.0	4.0	23.4	11.9	25.0
	(11.0)	(4.8)	(6.8)	(7.6)	(5.8)	(5.9)	(8.7)	(6.4)	(7.9)
Grades 9 or 10	51.2	33.8	58.7	56.1	45.5	40.1	42.1	44.9	49.9
	(10.9)	(8.2)	(7.7)	(9.1)	(6.2)	(14.0)	(9.4)	(9.4)	(8.8)
Grades 11 or 12	64.7	50.1	69.3	59.5	61.3	48.9	54.3	63.7	58.3
	(10.3)	(8.6)	(7.1)	(8.9)	(6.0)	(14.3)	(9.3)	(8.9)	(8.5)
Ungraded classes	72.3	60.2	72.6	59.5	72.2	65.2	64.2	75.2	65.7
	(10.8)	(9.3)	(7.4)	(10.0)	(6.0)	(14.6)	(10.0)	(8.7)	(8.9)
Number of respondents	63	91	123	58	229	29	72	96	121

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21A: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing work adjustment training, percentage in schools with training in:												
Production skills	80.1	79.4	81.5	73.1	79.9	80.5	82.0	81.8	77.4	83.1	66.6	78.0
	(3.5)	(4.9)	(6.1)	(10.9)	(4.5)	(5.7)	(7.2)	(6.2)	(5.1)	(3.9)	(9.8)	(11.1)
Relationships with coworkers/ supervisors	92.7	93.6	99.1	81.7	91.1	96.4	91.9	88.9	96.1	94.5	93.7	81.2
	(2.3)	(3.0)	(1.5)	(9.5)	(3.2)	(2.7)	(5.1)	(5.1)	(2.3)	(2.4)	(5.0)	(10.5)
Attendance/punctuality	99.0	98.9	99.1	100	99.0	99.0	99.9	99.8	97.8	99.5	97.1	98.6
	(0.9)	(1.3)	(1.5)	(0.0)	(1.1)	(1.4)	(0.6)	(0.8)	(1.8)	(0.7)	(3.5)	(3.2)
Appropriate dress/grooming	94.2	98.0	99.3	83.3	92.4	98.1	94.9	89.3	97.1	96.1	97.1	80.3
	(2.1)	(1.7)	(1.3)	(9.1)	(3.0)	(2.0)	(4.1)	(5.0)	(2.0)	(2.0)	(3.5)	(10.7)
Job-related practices (e.g., using sick leave)	74.0	83.8	89.3	39.7	73.9	74.3	76.8	72.2	73.3	77.4	73.3	54.8
	(3.9)	(4.5)	(4.9)	(12.0)	(4.9)	(6.3)	(7.9)	(7.2)	(5.4)	(4.4)	(9.2)	(13.4)
Work skills (e.g., counting change, completing forms)	90.5	90.3	89.0	92.8	89.4	92.8	92.5	89.2	89.8	91.7	86.5	88.0
	(2.6)	(3.6)	(4.9)	(6.3)	(3.4)	(3.7)	(4.9)	(5.0)	(3.7)	(2.9)	(7.1)	(8.7)
Use of transportation	64.2	85.5	69.1	31.3	65.4	61.5	59.2	67.8	65.3	65.1	66.0	54.6
	(4.2)	(4.3)	(7.3)	(11.4)	(5.3)	(7.0)	(9.2)	(7.5)	(5.8)	(5.0)	(9.8)	(13.4)
Number of respondents	463	129	96	45	302	161	123	141	199	326	77	56

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 218: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Of students in schools providing work adjustment training, percentage in schools with training in:					
Production skills	72.6	89.6	76.1	76.9	82.0
	(6.5)	(3.1)	(6.4)	(7.3)	(7.1)
Relationships with coworkers/ supervisors	88.0	98.7	97.6	92.6	91.7
	(4.7)	(1.1)	(2.3)	(4.5)	(5.1)
Attendance/punctuality	99.0	99.0	98.6	97.7	99.8
	(1.4)	(1.0)	(1.7)	(2.6)	(0.7)
Appropriate dress/grooming	90.8	98.4	97.9	97.7	93.4
	(4.2)	(1.3)	(2.1)	(2.6)	(4.5)
Job-related practices (e.g., using sick leave)	66.2	83.9	65.2	76.9	80.2
	(6.9)	(3.7)	(7.1)	(7.3)	(7.3)
Work skills (e.g., counting change, completing forms)	94.3	85.6	86.9	89.8	93.4
	(3.4)	(3.5)	(5.0)	(5.2)	(4.6)
Use of transportation	55.3	75.4	57.9	79.0	64.4
	(7.2)	(4.3)	(7.4)	(7.0)	(8.8)
Number of respondents	145	318	154	100	115

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 21C: WORK ADJUSTMENT TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing work adjustment training, percentage in schools with training in:									
Production skills	88.5	70.1	79.4	69.9	78.0	93.4	86.8	76.0	73.8
	(6.8)	(7.9)	(6.2)	(8.4)	(5.0)	(7.2)	(6.3)	(7.7)	(7.6)
Relationships with coworkers/ supervisors	86.9	98.2	96.4	90.4	94.2	100	97.0	96.2	89.5
	(7.2)	(2.3)	(2.9)	(5.4)	(2.8)	(0.0)	(3.2)	(3.5)	(5.3)
Attendance/punctuality	100	98.7	98.5	100	98.5	100	99.8	99.0	98.7
	(0.0)	(2.0)	(1.8)	(0.0)	(1.5)	(0.0)	(0.9)	(1.8)	(1.9)
Appropriate dress/grooming	91.4	97.7	98.8	97.7	94.9	100	99.8	98.0	90.9
	(5.9)	(2.6)	(1.7)	(2.7)	(2.7)	(0.0)	(0.9)	(2.5)	(5.0)
Job-related practices (e.g., using sick leave)	72.0	65.5	84.5	82.0	72.7	75.2	71.2	80.7	64.6
	(9.5)	(8.2)	(5.5)	(7.0)	(5.4)	(12.6)	(8.4)	(7.1)	(8.3)
Work skills (e.g., counting change, completing forms)	96.3	82.8	89.7	88.5	88.5	97.8	95.3	92.4	82.5
	(4.0)	(6.5)	(4.7)	(5.8)	(3.9)	(4.2)	(3.9)	(4.8)	(6.6)
Use of transportation	62.8	62.7	63.6	79.4	64.9	43.1	56.9	59.7	73.6
	(10.2)	(8.4)	(7.4)	(7.4)	(5.8)	(14.4)	(9.2)	(8.9)	(7.6)
Number of respondents	81	109	146	73	278	32	91	119	141

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22A: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided work exploration/experience to secondary special ed. students	71.2	77.7	86.0	45.5	66.2	82.1	59.9	72.7	79.5	72.1	67.2	69.8
	(3.9)	(5.0)	(5.3)	(10.7)	(5.1)	(5.3)	(8.7)	(7.0)	(4.8)	(4.5)	(9.4)	(12.2)
Number of respondents	495	136	103	58	318	177	136	149	210	352	82	57
Of students in schools providing work exploration/experience, percentage in schools that provided it:												
Routinely to all students	28.5	30.1	37.6	32.9	32.6	21.4	28.3	27.4	29.4	26.3	31.0	33.9
	(4.2)	(6.1)	(8.3)	(12.4)	(5.3)	(6.4)	(8.1)	(6.9)	(6.7)	(4.8)	(10.0)	(13.8)
Routinely only to special education students	49.6	52.8	41.3	34.9	51.3	46.8	47.9	58.3	45.0	50.4	38.2	63.1
	(4.6)	(6.6)	(8.5)	(12.6)	(5.7)	(7.8)	(8.9)	(7.6)	(7.3)	(5.5)	(10.5)	(14.1)
Routinely only to those with some disabilities	12.9	11.0	11.2	17.4	8.4	20.6	7.6	6.8	20.4	13.4	20.4	1.1
	(3.1)	(4.1)	(5.4)	(10.0)	(3.2)	(6.3)	(4.7)	(3.9)	(5.9)	(3.7)	(8.7)	(3.0)
Occasionally to special education students	8.9	6.1	9.9	14.8	7.7	11.1	16.3	7.5	5.3	9.9	10.4	1.9
	(2.6)	(3.2)	(5.1)	(9.4)	(3.0)	(4.9)	(6.6)	(4.1)	(3.3)	(3.3)	(6.6)	(4.0)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	415	106	82	37	260	155	106	129	180	292	68	51
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*												
Grades 7 or 8	11.2	6.4	12.4	12.6	10.2	13.3	11.1	19.7	6.3	12.0	7.4	12.1
	(3.1)	(3.9)	(6.1)	(9.1)	(3.9)	(5.3)	(6.6)	(7.4)	(3.2)	(3.8)	(6.1)	(9.9)
Grades 9 or 10	26.5	22.0	30.4	25.5	24.6	30.4	28.8	34.9	19.9	27.9	22.1	26.2
	(4.3)	(6.4)	(8.5)	(11.3)	(5.4)	(7.1)	(9.5)	(8.6)	(5.2)	(5.2)	(9.5)	(12.8)
Grades 11 or 12	54.4	58.2	68.1	38.5	54.1	55.0	53.4	58.9	52.4	53.4	45.5	71.0
	(4.6)	(6.4)	(7.9)	(12.2)	(5.8)	(7.3)	(9.5)	(8.4)	(6.3)	(5.4)	(10.6)	(13.0)
Ungraded classes	59.3	52.8	76.1	37.7	57.2	63.7	51.7	59.7	64.6	63.0	37.6	73.8
	(4.9)	(8.1)	(8.2)	(13.3)	(6.4)	(7.5)	(10.5)	(9.4)	(6.3)	(5.7)	(11.2)	(13.3)
Number of respondents	361	74	65	36	226	135	96	100	165	252	62	44

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

173

Table 228: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in schools that provided work exploration/experience to secondary special ed. students	59.3	89.1	67.9	79.9	68.5
	(6.6)	(3.1)	(6.7)	(6.7)	(8.2)
Number of respondents	170	325	169	105	124
Of students in schools providing work exploration/experience, percentage in schools that provided it:					
Routinely to all students	57.9	0.0	19.5	37.2	39.1
	(7.4)	(0.0)	(6.8)	(10.0)	(8.1)
Routinely only to special education students	20.0	78.3	48.0	52.0	44.7
	(6.0)	(4.5)	(8.5)	(10.4)	(8.3)
Routinely only to those with some disabilities	11.0	14.7	22.0	3.3	7.7
	(4.7)	(3.8)	(7.1)	(3.7)	(4.4)
Occasionally to special education students	11.0	6.9	10.5	7.5	8.5
	(4.7)	(2.8)	(5.3)	(5.5)	(4.7)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	114	301	136	88	103
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*					
Grades 7 or 8	4.3	17.6	6.9	13.7	11.1
	(4.1)	(4.0)	(3.9)	(6.7)	(7.1)
Grades 9 or 10	25.3	27.7	16.1	36.3	36.6
	(8.1)	(4.7)	(5.6)	(9.3)	(10.3)
Grades 11 or 12	57.3	51.0	38.4	65.0	63.9
	(7.9)	(5.1)	(7.2)	(8.8)	(9.4)
Ungraded classes	42.8	75.5	57.0	64.4	55.5
	(10.0)	(4.6)	(7.6)	(9.4)	(11.4)
Number of respondents	75	286	146	77	74

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 22C: WORK EXPLORATION OR WORK EXPERIENCE PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided work exploration/experience to secondary special ed. students	63.8	69.9	75.1	59.7	77.9	55.0	60.5	72.6	73.0
	(9.9)	(7.6)	(6.4)	(8.4)	(4.9)	(14.0)	(8.8)	(7.7)	(7.4)
Number of respondents	85	121	158	83	294	34	98	131	151
Of students in schools providing work exploration/experience, percentage in schools that provided it:									
Routinely to all students	33.2	37.1	21.9	23.1	29.6	40.7	32.4	38.2	26.8
	(10.5)	(8.9)	(6.9)	(8.2)	(5.6)	(15.2)	(10.5)	(8.5)	(7.7)
Routinely only to special education students	43.4	41.7	55.1	54.5	46.5	45.2	37.3	40.5	58.8
	(11.1)	(9.0)	(8.3)	(9.6)	(6.1)	(15.4)	(10.8)	(8.6)	(8.6)
Routinely only to those with some disabilities	19.9	7.5	11.5	16.3	13.5	13.8	22.2	8.7	6.9
	(8.9)	(4.8)	(5.3)	(7.1)	(4.2)	(10.7)	(9.3)	(4.9)	(4.4)
Occasionally to special education students	3.5	13.8	11.4	6.1	10.5	0.3	8.0	12.7	7.6
	(4.1)	(6.3)	(5.3)	(4.6)	(3.7)	(1.7)	(6.1)	(5.9)	(4.6)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	69	101	130	63	254	25	78	111	122
Of students in schools providing work exploration/experience, percentage in schools with work experience programs in:*									
Grades 7 or 8	10.4	3.1	14.8	12.6	10.6	0.9	6.0	10.3	10.8
	(7.4)	(3.3)	(5.9)	(6.8)	(4.1)	(2.9)	(5.0)	(6.2)	(5.8)
Grades 9 or 10	21.4	26.8	34.1	27.9	29.4	14.5	16.3	32.0	30.7
	(9.9)	(8.2)	(7.8)	(9.1)	(6.0)	(10.7)	(7.6)	(9.2)	(8.6)
Grades 11 or 12	49.7	52.1	58.2	55.4	57.2	33.4	41.8	60.7	53.5
	(11.1)	(8.8)	(7.9)	(9.1)	(6.3)	(13.5)	(9.5)	(9.3)	(8.8)
Ungraded classes	66.1	50.7	56.8	48.6	68.0	40.1	49.7	64.9	57.9
	(11.5)	(9.7)	(8.3)	(10.2)	(6.3)	(15.0)	(10.6)	(9.8)	(9.3)
Number of respondents	62	88	121	58	222	29	71	93	119

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23A: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided job skills training to secondary special education students	62.9	59.0	66.8	58.0	62.8	63.0	54.4	66.7	67.1	63.5	53.4	71.4
	(4.1)	(5.9)	(7.2)	(10.9)	(5.3)	(6.6)	(8.9)	(7.4)	(5.5)	(4.8)	(10.0)	(12.3)
Number of respondents	492	136	103	55	315	177	135	147	210	351	82	55
Of students in schools providing job skills training, percentage in schools that provided it:												
Routinely to all students	41.7	50.4	61.2	36.3	42.7	39.5	45.7	39.3	40.7	41.8	42.2	35.2
	(5.5)	(8.0)	(10.0)	(12.4)	(6.7)	(9.3)	(10.6)	(9.9)	(8.3)	(6.5)	(12.7)	(16.0)
Routinely only to special education students	37.1	38.7	26.2	30.1	37.9	35.4	35.5	37.1	38.3	38.7	32.3	37.4
	(5.4)	(7.8)	(9.0)	(11.8)	(6.6)	(9.1)	(10.2)	(9.8)	(8.2)	(6.4)	(12.1)	(16.2)
Routinely only to those with some disabilities	15.4	9.2	0.0	33.5	13.6	19.3	14.6	16.6	15.1	14.3	12.9	24.7
	(4.0)	(4.6)	(0.0)	(12.2)	(4.7)	(7.5)	(7.5)	(7.6)	(6.0)	(4.6)	(8.6)	(14.4)
Occasionally to special education students	5.8	1.7	12.6	0.0	5.8	5.8	4.2	7.0	5.9	5.2	12.6	2.6
	(2.6)	(2.1)	(6.8)	(0.0)	(3.2)	(4.4)	(4.3)	(5.2)	(4.0)	(2.9)	(8.6)	(5.3)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	326	77	58	43	210	116	89	102	135	236	49	38
Of students in schools providing job skills training, percentage in schools providing it in:*												
Grades 9 or 10	33.4	26.2	45.1	29.4	35.9	28.0	30.2	38.8	32.5	32.5	30.3	42.7
	(4.5)	(6.6)	(9.4)	(11.4)	(5.9)	(6.8)	(9.5)	(8.7)	(5.9)	(5.3)	(10.3)	(13.9)
Grades 11 or 12	49.5	45.5	69.3	34.2	51.1	46.0	43.9	59.8	46.8	49.6	42.1	56.3
	(4.5)	(6.7)	(7.5)	(10.9)	(5.8)	(7.1)	(9.5)	(8.2)	(6.1)	(5.3)	(10.4)	(13.7)
Ungraded classes	45.7	47.0	46.2	34.3	45.3	46.4	44.1	39.3	50.3	49.1	31.6	49.7
	(4.9)	(8.1)	(9.6)	(13.0)	(6.3)	(7.7)	(10.4)	(9.2)	(6.5)	(5.9)	(10.7)	(14.7)
Number of respondents	370	74	65	36	231	139	97	102	171	257	63	47

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23B: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in schools that provided job skills training to secondary special education students	64.4	60.8	59.2	64.7	68.2
	(6.5)	(4.9)	(7.0)	(8.0)	(8.3)
Number of respondents	167	325	169	105	123
Of students in schools providing job skills training, percentage in schools that provided it:					
Routinely to all students	68.3	0.0	29.7	46.1	51.9
	(7.5)	(0.0)	(8.8)	(12.2)	(9.8)
Routinely only to special education students	8.8	81.4	45.2	44.7	30.0
	(4.6)	(5.2)	(9.6)	(12.2)	(9.0)
Routinely only to those with some disabilities	19.2	9.5	21.9	4.4	10.8
	(6.3)	(3.9)	(8.0)	(5.0)	(6.1)
Occasionally to special education students	3.6	9.1	3.2	4.8	7.2
	(3.0)	(3.8)	(3.4)	(5.2)	(5.1)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	111	215	105	65	91
Of students in schools providing job skills training, percentage in schools providing it in:*					
Grades 9 or 10	44.2	21.3	23.3	30.5	51.7
	(8.8)	(4.3)	(6.3)	(8.7)	(10.7)
Grades 11 or 12	57.4	39.8	31.5	51.7	66.1
	(7.5)	(5.0)	(6.8)	(9.0)	(9.0)
Ungraded classes	47.1	44.3	47.6	48.5	49.6
	(10.1)	(5.2)	(7.6)	(9.6)	(11.4)
Number of respondents	75	295	148	80	74

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 23C: JOB SKILLS TRAINING PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job skills training to secondary special education students	63.6	61.2	64.2	51.8	67.8	54.0	62.1	60.9	71.0
	(10.0)	(8.0)	(7.1)	(8.5)	(5.5)	(14.1)	(8.7)	(8.4)	(7.6)
Number of respondents	84	121	158	83	293	34	98	131	150
Of students in schools providing job skills training, percentage in schools that provided it:									
Routinely to all students	39.7	47.8	43.1	40.6	43.6	29.8	38.4	52.6	38.9
	(13.1)	(10.3)	(9.2)	(10.9)	(7.3)	(16.5)	(11.6)	(9.9)	(10.6)
Routinely only to special education students	29.6	40.9	39.7	36.4	35.5	64.2	37.5	36.5	39.5
	(12.2)	(10.2)	(9.1)	(10.7)	(7.0)	(17.3)	(11.5)	(9.5)	(10.6)
Routinely only to those with some disabilities	29.0	6.0	6.3	14.2	15.2	5.7	22.0	4.0	14.9
	(12.1)	(4.9)	(4.5)	(7.8)	(5.3)	(8.4)	(9.9)	(3.9)	(7.7)
Occasionally to special education students	1.7	5.3	10.8	8.9	5.7	0.3	2.1	6.9	6.6
	(3.5)	(4.7)	(5.8)	(6.3)	(3.4)	(2.0)	(3.4)	(5.0)	(5.4)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	57	77	104	55	194	18	65	86	101
Of students in schools providing job skills training, percentage in schools providing it in:*									
Grades 9 or 10	36.4	30.5	39.3	32.8	40.1	12.6	31.2	36.2	39.8
	(11.1)	(8.5)	(7.9)	(9.4)	(6.3)	(9.8)	(9.3)	(9.4)	(9.0)
Grades 11 or 12	45.3	49.0	55.3	49.0	55.6	16.4	37.8	54.7	57.1
	(10.9)	(8.8)	(7.6)	(9.2)	(6.1)	(10.8)	(9.2)	(9.2)	(8.6)
Ungraded classes	54.3	45.6	41.2	43.6	47.5	50.3	56.2	48.9	40.5
	(12.0)	(9.5)	(8.2)	(10.1)	(6.7)	(15.3)	(10.4)	(10.1)	(9.2)
Number of respondents	63	90	123	58	228	29	72	96	120

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided job development/placement services to secondary special ed. students	69.7	85.8	83.7	39.6	66.7	76.2	59.0	71.6	77.1	69.0	73.2	66.6
	(3.9)	(4.1)	(5.7)	(10.6)	(5.1)	(5.8)	(8.7)	(7.1)	(4.9)	(4.6)	(8.9)	(12.6)
Number of respondents	496	137	103	58	319	177	136	149	211	353	82	57
Of students in schools providing job development/placement services, percentage in schools that provided it:												
Routinely to all students	30.3	34.7	21.5	60.0	31.2	28.6	34.3	23.2	32.4	26.5	42.7	34.4
	(4.2)	(6.2)	(7.1)	(12.9)	(5.2)	(7.0)	(8.6)	(6.6)	(6.6)	(4.7)	(10.8)	(14.5)
Routinely only to special education students	51.1	52.9	56.6	28.7	51.9	49.5	45.5	63.0	46.8	52.5	38.8	60.0
	(4.5)	(6.5)	(8.5)	(11.9)	(5.6)	(7.8)	(9.0)	(7.6)	(7.0)	(5.3)	(10.6)	(14.9)
Routinely only to those with some disabilities	10.7	6.0	13.5	5.1	8.9	14.2	6.6	6.4	16.2	10.6	17.9	2.1
	(2.8)	(3.1)	(5.9)	(5.8)	(3.2)	(5.4)	(4.5)	(3.8)	(5.2)	(3.3)	(8.4)	(4.4)
Occasionally to special education students	6.8	6.4	8.3	6.3	6.4	7.7	13.6	7.5	2.2	8.9	0.6	3.4
	(2.3)	(3.2)	(4.8)	(6.4)	(2.7)	(4.1)	(6.2)	(4.1)	(2.1)	(3.0)	(1.7)	(5.6)
Rarely or never to special education students	1.1	0.0	0.0	0.0	1.6	0.0	0.0	0.0	2.4	1.5	0.0	0.0
	(0.9)	(0.0)	(0.0)	(0.0)	(1.4)	(0.0)	(0.0)	(0.0)	(2.2)	(1.3)	(0.0)	(0.0)
Number of respondents	392	116	82	36	250	142	104	120	168	280	65	43
Of students in schools providing job development/placement services, percentage in schools providing it in:*												
Grade 10	26.9	34.3	26.5	28.0	25.9	29.1	32.4	31.9	19.6	28.2	23.9	25.0
	(4.1)	(6.4)	(7.8)	(11.7)	(5.2)	(6.7)	(9.0)	(8.1)	(5.0)	(4.9)	(9.6)	(12.3)
Grade 11	46.6	46.8	64.5	37.2	48.2	43.2	42.7	52.0	46.0	44.5	45.5	61.8
	(4.5)	(6.4)	(7.7)	(11.8)	(5.7)	(7.1)	(9.3)	(8.3)	(6.0)	(5.2)	(10.4)	(13.4)
Grade 12	57.1	60.4	72.6	42.7	58.0	55.2	52.0	65.7	55.2	55.7	51.8	71.4
	(4.3)	(6.1)	(7.2)	(11.3)	(5.5)	(7.0)	(9.4)	(7.6)	(5.9)	(5.1)	(10.2)	(12.3)
Ungraded classes	59.6	69.9	77.8	29.8	58.5	62.1	51.5	62.1	64.0	61.0	50.9	63.6
	(4.8)	(7.4)	(8.0)	(12.5)	(6.3)	(7.5)	(10.5)	(9.2)	(6.2)	(5.7)	(11.5)	(14.1)
Number of respondents	371	75	65	36	232	139	97	102	172	258	63	47

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 248: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in schools that provided job development/placement services to secondary special ed. students	60.0	84.2	61.3	81.0	69.6
	(6.6)	(3.6)	(6.9)	(6.6)	(8.1)
Number of respondents	171	325	170	105	124
Of students in schools providing job development/placement services, percentage in schools that provided it:					
Routinely to all students	58.8	0.0	25.8	18.4	43.3
	(6.9)	(0.0)	(7.4)	(8.1)	(8.2)
Routinely only to special education students	29.7	73.8	52.0	62.7	45.2
	(6.4)	(5.0)	(8.4)	(10.1)	(8.2)
Routinely only to those with some disabilities	5.6	16.2	14.5	6.8	5.3
	(3.2)	(4.2)	(6.0)	(5.3)	(3.7)
Occasionally to special education students	5.9	7.8	4.2	12.0	6.2
	(3.3)	(3.0)	(3.4)	(6.8)	(4.0)
Rarely or never to special education students	0.0	2.2	3.4	0.0	0.0
	(0.0)	(1.6)	(3.1)	(0.0)	(0.0)
Number of respondents	125	267	123	83	103
Of students in schools providing job development/placement services, percentage in schools providing it in:*					
Grade 10	32.4	21.0	12.9	21.5	44.5
	(8.0)	(4.1)	(5.0)	(7.6)	(9.8)
Grade 11	59.8	31.0	30.5	44.8	61.0
	(7.6)	(4.6)	(6.7)	(9.0)	(9.3)
Grade 12	64.2	48.2	40.5	61.7	69.0
	(7.0)	(5.0)	(7.1)	(8.5)	(8.6)
Ungraded classes	47.0	72.0	51.6	72.0	59.0
	(10.0)	(4.7)	(7.6)	(8.7)	(11.3)
Number of respondents	76	295	149	80	74

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24C: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided job development/placement services to secondary special ed. students	62.6	67.2	73.5	74.7	72.1	51.9	59.9	70.9	71.6
	(10.0)	(7.7)	(6.5)	(7.4)	(5.3)	(14.1)	(8.8)	(7.8)	(7.5)
Number of respondents	85	122	158	83	295	34	98	131	152
Of students in schools providing job development/placement services, percentage in schools that provided it:									
Routinely to all students	28.0	35.5	30.1	37.8	32.6	10.9	36.8	29.6	34.2
	(9.3)	(9.0)	(7.7)	(9.5)	(5.8)	(9.9)	(9.8)	(8.2)	(8.3)
Routinely only to special education students	56.7	48.5	49.7	44.9	49.6	66.1	45.1	52.1	52.6
	(10.3)	(9.4)	(8.3)	(9.8)	(6.1)	(15.0)	(10.1)	(8.9)	(8.7)
Routinely only to those with some disabilities	6.6	5.4	14.6	11.2	10.1	14.3	8.7	8.7	7.6
	(5.1)	(4.3)	(5.9)	(6.2)	(3.7)	(11.1)	(5.7)	(5.0)	(4.6)
Occasionally to special education students	4.0	10.5	5.6	6.1	5.9	8.6	9.4	6.1	5.6
	(4.1)	(5.8)	(3.8)	(4.7)	(2.9)	(8.9)	(5.9)	(4.3)	(4.0)
Rarely or never to special education students	4.7	0.0	0.0	0.0	1.7	0.0	0.0	3.4	0.0
	(4.4)	(0.0)	(0.0)	(0.0)	(1.6)	(0.0)	(0.0)	(3.2)	(0.0)
Number of respondents	66	91	127	66	233	24	76	102	118
Of students in schools providing job development/placement services, percentage in schools providing it in:*									
Grade 10	25.7	23.5	30.6	34.8	29.7	2.8	17.4	30.9	31.5
	(9.8)	(7.5)	(7.4)	(9.1)	(5.8)	(5.0)	(7.4)	(8.8)	(8.3)
Grade 11	48.8	41.8	46.2	57.5	48.9	17.3	41.0	51.5	44.1
	(10.8)	(8.5)	(7.8)	(9.1)	(6.1)	(11.0)	(9.3)	(9.2)	(8.6)
Grade 12	57.4	53.9	58.6	69.7	59.1	24.6	49.4	60.0	58.5
	(10.5)	(8.5)	(7.5)	(8.3)	(5.9)	(12.3)	(9.1)	(8.9)	(8.4)
Ungraded classes	55.4	53.6	64.0	58.0	63.6	46.5	43.0	66.8	60.2
	(12.0)	(9.5)	(8.0)	(10.1)	(6.4)	(15.2)	(10.4)	(9.5)	(9.2)
Number of respondents	63	91	123	58	229	29	72	96	121

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24A: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students in schools providing job development/placement services, percentage in schools that typically:												
Referred students to potential employers	93.0	95.1	92.5	91.6	93.6	92.0	97.4	92.3	90.8	94.2	90.0	90.0
	(2.5)	(2.8)	(4.5)	(7.8)	(3.0)	(4.2)	(3.2)	(4.7)	(3.8)	(2.7)	(6.8)	(9.3)
Transported students to/from interviews	80.9	76.9	81.8	77.9	82.5	77.7	86.3	78.2	79.2	82.8	63.8	92.9
	(3.8)	(5.5)	(6.7)	(11.7)	(4.7)	(6.4)	(7.0)	(7.3)	(5.4)	(4.3)	(10.9)	(8.0)
Trained in interviewing skills	85.4	79.7	85.1	91.2	85.8	84.5	92.1	84.7	81.7	86.7	81.0	83.0
	(3.4)	(5.2)	(6.1)	(8.0)	(4.3)	(5.6)	(5.5)	(6.4)	(5.1)	(3.8)	(8.9)	(11.7)
Reviewed interview experiences	76.5	65.6	80.7	84.2	77.7	74.0	79.1	77.8	74.0	77.8	65.7	82.3
	(4.1)	(6.2)	(6.8)	(10.3)	(5.1)	(6.8)	(8.3)	(7.3)	(5.8)	(4.7)	(10.7)	(11.8)
Helped prepare resumes	65.3	45.5	68.8	91.9	68.9	58.1	69.2	67.9	61.2	64.3	57.6	79.7
	(4.6)	(6.5)	(8.0)	(7.7)	(5.7)	(7.6)	(9.4)	(8.3)	(6.4)	(5.4)	(11.2)	(12.5)
Worked with employers on job modifications	81.2	81.6	87.4	60.5	84.0	75.8	81.9	83.5	79.3	84.1	70.7	77.0
	(3.8)	(5.0)	(5.7)	(13.8)	(4.5)	(6.6)	(7.8)	(6.6)	(5.3)	(4.1)	(10.3)	(13.1)
Number of respondents	387	114	81	34	247	140	103	117	167	276	65	42
Of students in schools providing job development/placement services, average number of special education students who:												
Received job placement services	27	37	24	16	27	27	30	28	24	28	26	22
	(2.5)	(4.1)	(3.8)	(3.8)	(3.2)	(4.1)	(5.1)	(4.4)	(3.5)	(3.0)	(5.4)	(7.3)
Were placed in jobs	15	15	19	13	15	15	19	15	13	15	15	14
	(1.4)	(1.7)	(3.5)	(3.4)	(1.8)	(2.3)	(4.2)	(1.8)	(1.6)	(1.7)	(2.6)	(4.4)
Number of respondents	372	113	66	35	238	134	99	111	162	264	63	41
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	65.6	49.7	80.0	79.0	68.0	61.0	61.4	66.5	67.6	64.2	70.3	67.2
	(3.4)	(4.5)	(5.8)	(6.4)	(4.4)	(5.2)	(7.6)	(5.9)	(4.5)	(4.0)	(7.4)	(11.0)
Number of respondents	371	113	66	35	237	134	99	111	161	264	63	40

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24B: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Of students in schools providing job development/placement services, percentage in schools that typically:					
Referred students to potential employers	96.5	89.4	91.2	95.3	96.4
	(2.9)	(3.4)	(4.7)	(4.1)	(3.7)
Transported students to/from interviews	77.4	84.5	78.1	76.3	81.2
	(6.6)	(4.0)	(6.9)	(8.2)	(7.6)
Trained in interviewing skills	90.9	79.6	79.7	81.2	90.6
	(4.6)	(4.4)	(6.7)	(7.5)	(5.7)
Reviewed interview experiences	79.1	73.6	74.5	67.7	83.0
	(6.5)	(4.9)	(7.3)	(9.0)	(7.4)
Helped prepare resumes	74.0	56.0	59.7	62.0	76.2
	(7.0)	(5.5)	(8.2)	(9.3)	(8.3)
Worked with employers on job modifications	74.1	88.7	76.8	87.7	82.9
	(7.0)	(3.5)	(7.1)	(6.3)	(7.4)
Number of respondents	122	265	123	80	101
Of students in schools providing job development/placement services, average number of special education students who:					
Received job placement services	27	26	20	24	34
	(4.2)	(2.8)	(3.3)	(4.3)	(5.9)
Were placed in jobs	19	11	10	14	21
	(2.6)	(1.2)	(1.6)	(2.2)	(3.5)
Number of respondents	118	254	121	78	97
Of students in schools providing job development/placement services, average percentage of special ed. students receiving job placement services who were placed in a job	73.3	56.8	60.3	63.3	71.1
	(4.7)	(4.2)	(6.4)	(6.6)	(6.2)
Number of respondents	118	253	121	78	97

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 24C: JOB DEVELOPMENT AND PLACEMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students in schools providing job development/placement services, percentage in schools that typically:									
Referred students to potential employers	96.9	93.4	90.4	98.9	92.4	92.9	92.7	96.9	91.5
	(4.1)	(4.8)	(4.9)	(2.0)	(3.5)	(8.8)	(5.3)	(3.4)	(5.3)
Transported students to/from interviews	79.8	76.0	80.9	66.6	82.5	82.1	69.1	85.3	81.0
	(9.4)	(8.3)	(6.5)	(9.1)	(5.0)	(13.1)	(9.5)	(7.1)	(7.4)
Trained in interviewing skills	88.5	85.5	77.6	79.7	85.7	86.4	81.2	86.8	85.5
	(7.5)	(6.8)	(6.9)	(7.8)	(4.6)	(11.8)	(8.0)	(6.7)	(6.7)
Reviewed interview experiences	76.9	76.0	72.4	69.6	77.7	86.0	65.9	86.1	74.5
	(9.9)	(8.3)	(7.4)	(8.9)	(5.5)	(11.9)	(9.7)	(6.9)	(8.3)
Helped prepare resumes	66.4	76.6	59.5	49.0	72.1	55.0	62.9	69.7	73.9
	(11.1)	(8.2)	(8.1)	(9.7)	(6.0)	(17.1)	(9.9)	(9.2)	(8.3)
Worked with employers on job modifications	83.3	74.6	86.3	72.2	82.6	86.6	72.6	84.3	86.3
	(8.8)	(8.5)	(5.7)	(8.7)	(5.0)	(11.7)	(9.2)	(7.3)	(6.5)
Number of respondents	66	87	126	65	231	23	75	98	118
Of students in schools providing job development/placement services, average number of special education students who:									
Received job placement services	34	20	23	36	25	25	27	26	24
	(7.5)	(3.5)	(3.5)	(4.9)	(3.5)	(8.2)	(4.6)	(5.5)	(4.4)
Were placed in jobs	16	14	18	14	16	14	14	16	17
	(2.5)	(2.5)	(3.3)	(1.7)	(2.2)	(4.7)	(2.4)	(2.4)	(3.7)
Number of respondents	65	85	122	62	225	22	74	95	114
Of students in schools providing job development/placement services, average percentage of special ed students receiving job placement services who were placed in a job	60.4	68.0	73.3	50.4	70.2	60.4	57.5	68.6	71.3
	(8.5)	(6.5)	(5.5)	(6.4)	(4.5)	(14.0)	(7.9)	(6.3)	(6.4)
Number of respondents	65	85	122	62	225	22	74	95	114

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25A: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided postemployment services to secondary special ed. students	39.2	42.8	48.1	25.9	39.4	38.8	39.4	40.6	38.1	39.3	33.2	43.7
	(4.2)	(5.9)	(7.8)	(9.5)	(5.3)	(6.7)	(8.7)	(7.7)	(5.7)	(4.9)	(9.5)	(13.2)
Number of respondents	489	136	99	58	315	174	134	147	208	346	82	57
Of the students in schools providing postemployment services, percentage in schools providing it in:*												
Grade 10	10.7	9.4	7.4	17.7	9.6	12.9	13.4	12.4	7.9	9.9	10.7	13.0
	(3.1)	(4.7)	(4.9)	(10.0)	(3.8)	(5.2)	(7.2)	(6.2)	(3.5)	(3.5)	(7.0)	(10.0)
Grade 11	20.0	23.8	14.4	17.7	19.7	20.4	22.8	24.0	15.7	19.8	18.3	17.5
	(3.8)	(6.2)	(6.3)	(10.0)	(4.9)	(6.2)	(8.5)	(7.7)	(4.7)	(4.5)	(8.6)	(11.2)
Grade 12	31.8	29.4	48.6	19.9	33.3	28.7	28.9	41.1	28.3	31.9	25.4	36.7
	(4.4)	(6.4)	(8.7)	(10.1)	(5.7)	(6.8)	(9.1)	(8.6)	(5.7)	(5.2)	(9.5)	(13.9)
Ungraded classes	27.2	40.0	18.5	19.0	24.5	32.8	35.3	23.9	23.6	29.1	20.4	28.4
	(4.5)	(7.9)	(7.6)	(10.9)	(5.6)	(7.4)	(10.3)	(8.2)	(5.6)	(5.4)	(9.2)	(13.7)
Number of respondents	357	75	63	35	223	134	93	99	165	247	63	44
Of the students in schools providing postemployment services, percentage in schools that typically:												
Contacted only students after employment	7.1	9.5	11.8	0.0	5.5	10.4	1.9	10.1	9.2	5.0	24.7	3.5
	(3.4)	(5.5)	(8.1)	(0.0)	(3.6)	(7.5)	(3.3)	(6.8)	(6.2)	(3.4)	(14.6)	(7.1)
Contacted only employers after employment	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Contacted both students and employers after employment	92.9	90.5	88.2	100	94.5	89.6	98.1	89.9	90.8	95.0	75.3	96.5
	(3.4)	(5.5)	(8.1)	(0.0)	(3.6)	(7.5)	(3.3)	(6.8)	(6.2)	(3.4)	(14.6)	(7.1)
Number of respondents	213	56	42	22	145	68	69	57	87	150	31	29
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	11.8	10.4	15.0	---	12.3	10.8	8.5	15.0	12.7	11.3	11.9	---
	(2.2)	(2.8)	(4.9)		(2.9)	(3.0)	(3.2)	(5.5)	(2.9)	(2.4)	(5.7)	
Number of respondents	142	48	29	6	96	46	53	35	54	107	20	14

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 258: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in schools that provided postemployment services to secondary special ed. students	35.6	44.5	38.6	39.9	45.7
	(6.5)	(5.0)	(7.0)	(8.4)	(8.8)
Number of respondents	166	323	168	101	123
Of the students in schools providing postemployment services, percentage in schools providing it in:*					
Grade 10	18.1	2.3	8.4	11.1	14.6
	(7.3)	(1.6)	(4.2)	(6.2)	(7.9)
Grade 11	26.5	12.4	13.5	23.1	24.7
	(7.7)	(3.5)	(5.1)	(8.0)	(9.3)
Grade 12	43.9	16.8	24.2	32.0	42.8
	(8.2)	(3.9)	(6.4)	(8.8)	(10.0)
Ungraded classes	12.2	42.7	27.5	27.6	30.3
	(6.6)	(5.3)	(6.9)	(8.8)	(10.7)
Number of respondents	76	281	146	76	72
Of the students in schools providing postemployment services, percentage in schools that typically:					
Contacted only students after employment	4.7	10.0	11.4	4.4	6.2
	(4.3)	(4.7)	(7.2)	(7.1)	(5.3)
Contacted only employers after employment	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Contacted both students and employers after employment	95.3	90.0	88.6	95.6	93.8
	(4.3)	(4.7)	(7.2)	(7.1)	(5.3)
Number of respondents	65	148	74	39	66
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	10.6	12.8	12.2	14.4	9.1
	(4.0)	(2.2)	(3.5)	(5.1)	(3.4)
Number of respondents	43	99	54	27	42

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 25C: POSTEMPLOYMENT SERVICES PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided postemployment services to secondary special ed. students	36.7	43.8	40.9	37.9	45.1	29.5	31.9	44.7	47.0
	(10.0)	(8.2)	(7.3)	(8.3)	(5.9)	(13.1)	(8.5)	(8.6)	(8.4)
Number of respondents	84	119	156	82	290	33	95	130	150
Of the students in schools providing postemployment services, percentage in schools providing it in:*									
Grade 10	6.8	14.0	7.1	8.2	12.7	5.5	3.0	15.1	13.9
	(6.1)	(6.6)	(4.3)	(5.6)	(4.4)	(7.0)	(3.6)	(7.3)	(6.5)
Grade 11	17.5	22.2	13.7	26.0	20.7	7.2	13.9	23.2	20.3
	(8.8)	(7.7)	(5.6)	(8.5)	(5.3)	(7.6)	(6.9)	(8.4)	(7.4)
Grade 12	33.2	36.7	27.1	33.7	35.5	15.3	26.3	44.4	27.4
	(10.6)	(8.6)	(7.2)	(8.9)	(6.1)	(10.6)	(8.6)	(9.5)	(8.1)
Ungraded classes	23.1	27.5	32.8	31.9	31.0	18.4	18.3	27.9	39.7
	(10.2)	(8.7)	(8.0)	(9.6)	(6.3)	(11.8)	(8.2)	(9.2)	(9.3)
Number of respondents	62	87	119	57	220	29	71	92	117
Of the students in schools providing postemployment services, percentage in schools that typically:									
Contacted only students after employment	3.9	12.8	5.7	0.0	8.1	---	9.4	6.9	9.3
	(5.5)	(8.6)	(5.8)	(0.0)	(4.7)		(8.7)	(6.0)	(7.1)
Contacted only employers after employment	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Contacted both students and employers after employment	96.1	87.2	94.3	100	91.9	---	90.6	93.1	90.7
	(5.5)	(8.6)	(5.8)	(0.0)	(4.7)		(8.7)	(6.0)	(7.1)
Number of respondents	41	57	66	43	127	12	42	66	64
Of the students in schools providing postemployment services, average number of months contact was maintained with student/employer after employment	10.3	10.1	12.4	15.9	10.1	---	9.0	11.9	11.9
	(3.8)	(3.8)	(4.2)	(4.4)	(2.9)		(3.4)	(4.7)	(4.0)
Number of respondents	30	38	41	38	78	9	33	38	45

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools that provided life skills programs to secondary special education students	97.1	97.0	98.1	95.7	97.4	96.2	97.5	95.5	97.7	96.1	98.9	100
	(1.4)	(2.0)	(2.1)	(4.3)	(1.7)	(2.6)	(2.8)	(3.2)	(1.7)	(1.9)	(2.0)	(0.0)
Number of respondents	495	137	100	59	319	176	134	148	213	350	84	57
Of students in schools providing life skills programs, percentage that provided it:												
Routinely to all students	25.3	21.4	33.5	33.6	29.9	15.2	21.9	32.4	23.0	23.1	16.8	50.7
	(3.9)	(4.9)	(7.5)	(10.7)	(5.1)	(5.3)	(7.4)	(7.9)	(5.5)	(4.5)	(7.8)	(14.0)
Routinely only to special education students	53.4	63.5	45.5	29.4	48.0	65.4	49.0	53.2	56.6	57.1	47.8	41.3
	(4.5)	(5.8)	(7.9)	(10.4)	(5.6)	(7.1)	(8.9)	(8.4)	(6.5)	(5.3)	(10.4)	(13.8)
Routinely only to those with some disabilities	16.8	14.2	16.3	26.6	19.4	11.0	14.0	14.4	20.5	13.3	35.4	8.0
	(3.4)	(4.2)	(5.9)	(10.0)	(4.4)	(4.7)	(6.2)	(5.9)	(5.3)	(3.7)	(9.9)	(7.6)
Occasionally to special education students	4.5	1.0	4.6	10.4	2.7	8.5	15.1	0.0	0.0	6.5	0.0	0.0
	(1.9)	(1.2)	(3.3)	(6.9)	(1.8)	(4.2)	(6.4)	(0.0)	(0.0)	(2.7)	(0.0)	(0.0)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	478	133	98	49	309	169	127	142	209	334	83	57
Of students in schools providing life skills programs, percentage providing it in:*												
Grades 7 or 8	36.1	36.7	23.3	46.5	33.4	42.2	34.8	51.1	27.6	38.6	20.0	46.1
	(4.6)	(7.4)	(7.7)	(12.7)	(5.8)	(7.5)	(9.7)	(9.0)	(5.7)	(5.5)	(8.9)	(14.2)
Grades 9 or 10	55.1	58.8	66.4	44.6	56.5	51.9	48.8	64.3	54.0	54.3	42.7	77.3
	(4.5)	(6.3)	(8.0)	(11.9)	(5.6)	(7.3)	(9.6)	(8.0)	(6.0)	(5.3)	(10.3)	(11.5)
Grades 11 or 12	55.0	55.7	68.0	41.6	55.8	53.5	51.9	61.9	53.4	54.4	42.4	77.6
	(4.5)	(6.3)	(7.9)	(12.2)	(5.7)	(7.2)	(9.4)	(8.2)	(6.0)	(5.3)	(10.3)	(11.6)
Ungraded classes	85.4	83.3	67.3	100	84.1	88.2	89.6	79.0	85.9	85.6	92.5	79.6
	(3.5)	(6.0)	(9.2)	(0.0)	(4.7)	(5.0)	(6.5)	(7.8)	(4.5)	(4.1)	(6.0)	(11.8)
Number of respondents	370	75	62	37	232	138	95	101	174	255	65	47

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in schools that provided life skills programs to secondary special education students	95.5	99.4	99.3	95.5	95.4
	(2.8)	(0.8)	(1.1)	(3.5)	(3.7)
Number of respondents	172	323	171	105	123
Of students in schools providing life skills programs, percentage that provided it:					
Routinely to all students	43.4	0.0	9.3	35.0	35.3
	(6.7)	(0.0)	(4.4)	(8.8)	(8.4)
Routinely only to special education students	20.8	99.0	58.3	60.3	39.9
	(5.5)	(1.1)	(7.5)	(9.0)	(8.7)
Routinely only to those with some disabilities	28.1	1.0	25.1	4.6	19.1
	(6.0)	(1.1)	(6.6)	(3.9)	(6.9)
Occasionally to special education students	7.7	0.0	7.2	0.0	5.7
	(3.6)	(0.0)	(3.9)	(0.0)	(4.1)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	156	322	170	101	113
Of students in schools providing life skills programs, percentage providing it in:*					
Grades 7 or 8	31.8	41.1	33.9	48.0	27.0
	(8.5)	(5.1)	(7.0)	(9.3)	(9.7)
Grades 9 or 10	61.0	48.0	37.9	69.5	63.0
	(7.5)	(5.0)	(7.1)	(8.3)	(9.3)
Grades 11 or 12	59.4	49.7	40.8	69.8	58.7
	(7.5)	(5.0)	(7.1)	(8.2)	(9.6)
Ungraded classes	76.2	94.7	91.1	80.4	82.8
	(8.5)	(2.3)	(4.3)	(7.7)	(8.7)
Number of respondents	77	293	150	80	73

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26C: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools that provided life skills programs to secondary special education students	98.2	97.6	95.1	91.5	97.8	100	97.9	95.4	97.8
	(2.8)	(2.5)	(3.2)	(4.8)	(1.7)	(0.0)	(2.6)	(3.6)	(2.5)
Number of respondents	85	123	157	82	296	34	99	131	151
Of students in schools providing life skills programs, percentage that provided it:									
Routinely to all students	30.4	23.2	20.2	17.4	24.6	20.9	18.4	27.6	27.2
	(9.7)	(7.2)	(6.5)	(7.1)	(5.2)	(11.0)	(7.6)	(7.6)	(7.9)
Routinely only to special education students	48.0	44.3	61.1	56.7	53.5	49.6	49.7	50.4	50.4
	(10.5)	(8.4)	(7.9)	(9.3)	(6.0)	(13.6)	(9.8)	(8.5)	(8.8)
Routinely only to those with some disabilities	17.9	23.7	15.3	14.8	17.1	29.5	31.9	7.8	22.2
	(8.1)	(7.2)	(5.8)	(6.7)	(4.6)	(12.4)	(9.1)	(4.5)	(7.3)
Occasionally to special education students	3.6	8.8	3.4	11.1	4.8	0.0	0.0	14.1	0.2
	(3.9)	(4.8)	(2.9)	(5.9)	(2.6)	(0.0)	(0.0)	(5.9)	(0.8)
Rarely or never to special education students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	82	120	149	76	289	32	95	123	148
Of students in schools providing life skills programs, percentage providing it in:*									
Grades 7 or 8	40.9	26.5	35.4	28.2	39.5	11.0	29.2	27.4	40.6
	(11.4)	(8.1)	(7.8)	(9.1)	(6.3)	(9.4)	(9.3)	(8.7)	(9.0)
Grades 9 or 10	48.9	48.5	64.2	53.1	58.1	29.1	40.7	58.8	58.7
	(11.0)	(8.5)	(7.5)	(9.5)	(6.0)	(13.0)	(9.1)	(9.1)	(8.6)
Grades 11 or 12	51.1	46.3	63.7	50.1	58.9	27.2	39.5	58.1	59.0
	(10.9)	(8.6)	(7.4)	(9.4)	(6.0)	(12.7)	(9.1)	(9.0)	(8.6)
Ungraded classes	84.0	89.4	86.2	82.2	86.4	89.1	87.9	80.8	89.3
	(8.8)	(5.8)	(5.8)	(7.9)	(4.6)	(9.5)	(6.8)	(7.9)	(5.8)
Number of respondents	63	92	122	57	230	29	73	96	120

* See Appendix for percentage of youth in schools that served each grade level.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Continued)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*												
Self-care skills	64.5	59.5	49.2	74.1	68.2	56.4	61.3	71.4	61.8	61.1	63.0	91.2
	(5.0)	(7.4)	(8.7)	(10.6)	(6.1)	(8.7)	(10.6)	(8.6)	(7.1)	(6.0)	(12.1)	(9.5)
Functional skills (e.g., telling time)	94.5	91.3	94.0	95.9	94.1	95.4	95.4	92.2	95.5	94.4	93.4	95.9
	(2.4)	(4.3)	(4.1)	(4.8)	(3.1)	(3.7)	(4.6)	(5.1)	(3.0)	(2.8)	(6.2)	(6.6)
Home care skills (e.g., cooking)	90.1	89.8	87.3	90.0	92.8	84.2	94.7	91.6	85.1	86.2	98.2	99.2
	(3.1)	(4.6)	(5.8)	(7.3)	(3.4)	(6.4)	(4.9)	(5.2)	(5.2)	(4.2)	(3.4)	(3.0)
Planning/goal setting	98.8	100	99.1	97.4	98.3	100	100	99.2	97.6	100	93.4	100
	(1.1)	(0.0)	(1.6)	(3.8)	(1.7)	(0.0)	(0.0)	(1.7)	(2.2)	(0.0)	(6.2)	(0.0)
Social skills (e.g., conflict resolution, self expression)	97.5	94.8	99.1	97.4	98.3	95.7	100	97.6	95.4	99.3	89.0	99.2
	(1.6)	(3.4)	(1.6)	(3.8)	(1.7)	(3.5)	(0.0)	(2.9)	(3.1)	(1.0)	(7.8)	(3.0)
Use of community resources	95.9	94.9	93.6	97.4	96.9	93.8	98.4	96.0	93.8	97.1	88.7	99.2
	(2.1)	(3.3)	(4.2)	(3.8)	(2.3)	(4.2)	(2.7)	(3.7)	(3.5)	(2.1)	(7.9)	(3.0)
Number of respondents	327	84	80	46	219	108	90	102	135	235	53	36
Percentage in schools with life skills programs for the severely impaired that included training in:**												
Self-care skills	86.1	68.1	85.7	97.3	85.4	87.5	83.9	82.9	90.1	84.3	89.4	93.6
	(3.5)	(7.4)	(6.2)	(4.7)	(4.5)	(5.2)	(7.6)	(6.9)	(4.1)	(4.2)	(7.6)	(7.7)
Functional skills (e.g., telling time)	91.4	95.7	93.6	78.6	91.1	91.9	80.7	95.5	97.0	89.4	97.5	97.6
	(2.8)	(3.2)	(4.4)	(11.9)	(3.6)	(4.3)	(8.1)	(3.8)	(2.3)	(3.5)	(3.8)	(4.8)
Home care skills (e.g., cooking)	92.8	85.5	89.9	100	93.2	92.0	94.2	94.4	90.5	92.4	89.1	99.0
	(2.6)	(5.6)	(5.4)	(0.0)	(3.2)	(4.3)	(4.8)	(4.2)	(4.0)	(3.0)	(7.7)	(3.1)
Planning/goal setting	99.2	98.9	99.0	100	99.2	99.0	99.3	98.7	99.4	99.5	97.5	99.0
	(0.9)	(1.6)	(1.7)	(0.0)	(1.1)	(1.5)	(1.7)	(2.1)	(1.1)	(0.8)	(3.8)	(3.1)
Social skills (e.g., conflict resolution, self expression)	98.0	94.5	99.0	100	99.4	95.2	99.6	97.0	97.4	99.0	89.8	100
	(1.4)	(3.6)	(1.7)	(0.0)	(1.0)	(3.4)	(1.3)	(3.1)	(2.2)	(1.2)	(7.4)	(0.0)
Use of community resources	98.3	99.4	98.2	100	97.6	99.8	99.7	97.7	97.5	99.4	89.1	100
	(1.3)	(1.3)	(2.4)	(0.0)	(2.0)	(0.8)	(1.1)	(2.7)	(2.1)	(0.9)	(7.6)	(0.0)
Number of respondents	364	77	76	32	229	135	101	108	155	267	55	41

* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.
** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Continued)

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*					
Self-care skills	57.7	82.0	70.9	67.2	58.1
	(7.4)	(5.0)	(8.6)	(9.9)	(9.9)
Functional skills (e.g., telling time)	92.6	99.4	96.5	85.4	96.5
	(3.9)	(1.0)	(3.5)	(7.4)	(3.7)
Home care skills (e.g., cooking)	86.2	100	81.6	92.4	96.0
	(5.1)	(0.0)	(7.3)	(5.6)	(3.9)
Planning/goal setting	98.4	100	97.1	98.3	100
	(1.9)	(0.0)	(3.2)	(2.7)	(0.0)
Social skills (e.g., conflict resolution, self expression)	96.5	100	97.1	98.3	96.6
	(2.7)	(0.0)	(3.2)	(2.7)	(3.6)
Use of community resources	94.3	100	92.9	94.7	98.1
	(3.5)	(0.0)	(4.9)	(4.7)	(2.8)
Number of respondents	138	189	97	67	96
Percentage in schools with life skills programs for the severely impaired that included training in:**					
Self-care skills	76.1	98.5	95.5	75.5	81.7
	(7.4)	(1.4)	(3.4)	(8.2)	(8.7)
Functional skills (e.g., telling time)	87.5	96.2	94.1	96.5	81.7
	(5.8)	(2.1)	(3.9)	(3.5)	(8.7)
Home care skills (e.g., cooking)	87.5	99.4	91.4	94.7	93.9
	(5.8)	(0.8)	(4.6)	(4.3)	(5.4)
Planning/goal setting	99.0	99.4	99.1	98.4	99.6
	(1.8)	(0.8)	(1.5)	(2.4)	(1.5)
Social skills (e.g., conflict resolution, self expression)	96.8	99.4	99.6	98.4	94.9
	(3.0)	(0.8)	(1.0)	(2.4)	(5.0)
Use of community resources	98.7	97.8	99.5	98.4	96.8
	(2.0)	(1.6)	(1.2)	(2.4)	(4.0)
Number of respondents	102	262	129	82	76

* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.
** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26C: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Continued)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the mildly learning handicapped that included training in:*									
Self-care skills	60.3	70.2	56.2	65.9	67.5	40.9	53.5	68.5	68.6
	(11.6)	(9.2)	(9.7)	(9.5)	(6.9)	(18.6)	(10.6)	(9.7)	(10.1)
Functional skills (e.g., telling time)	97.0	92.2	95.4	94.9	94.8	95.6	93.0	94.8	95.8
	(4.0)	(5.4)	(4.1)	(4.4)	(3.3)	(7.7)	(5.4)	(4.7)	(4.4)
Home care skills (e.g., cooking)	83.4	94.8	93.8	91.7	88.4	97.9	82.2	95.9	90.8
	(8.8)	(4.4)	(4.7)	(5.6)	(4.7)	(5.4)	(8.1)	(4.1)	(6.3)
Planning/goal setting	100	97.0	98.6	100	98.1	100	96.3	100	98.9
	(0.0)	(3.4)	(2.3)	(0.0)	(2.0)	(0.0)	(4.0)	(0.0)	(2.2)
Social skills (e.g., conflict resolution, self expression)	97.2	95.5	98.6	94.4	97.3	100	93.2	98.5	98.9
	(3.9)	(4.2)	(2.3)	(4.6)	(2.4)	(0.0)	(5.3)	(2.6)	(2.2)
Use of community resources	100	90.0	96.2	96.0	94.7	100	92.2	96.7	96.6
	(0.0)	(6.0)	(3.7)	(4.0)	(3.3)	(0.0)	(5.7)	(3.8)	(3.9)
Number of respondents	65	81	90	60	189	19	70	89	89
Percentage in schools with life skills programs for the severely impaired that included training in:**									
Self-care skills	85.4	81.5	91.6	79.5	86.2	95.1	81.0	88.7	85.6
	(8.2)	(8.0)	(4.7)	(6.3)	(4.7)	(7.7)	(8.1)	(6.7)	(6.8)
Functional skills (e.g., telling time)	88.0	97.6	88.4	95.1	94.8	63.7	85.2	91.4	95.3
	(7.6)	(3.1)	(5.5)	(4.5)	(3.0)	(17.3)	(7.3)	(5.9)	(4.1)
Home care skills (e.g., cooking)	91.8	94.2	95.7	82.9	93.8	97.9	88.7	96.6	93.3
	(6.4)	(4.8)	(3.5)	(7.8)	(3.3)	(5.1)	(6.5)	(3.8)	(4.9)
Planning/goal setting	100	98.9	98.1	97.4	99.4	100	99.5	99.5	98.2
	(0.0)	(2.2)	(2.4)	(3.3)	(1.1)	(0.0)	(1.4)	(1.5)	(2.6)
Social skills (e.g., conflict resolution, self expression)	96.9	96.4	98.8	90.9	98.6	100	95.8	97.5	98.9
	(4.0)	(3.8)	(1.9)	(5.9)	(1.6)	(0.0)	(4.1)	(3.3)	(2.1)
Use of community resources	100	95.5	98.1	99.3	97.7	100	100	96.3	98.2
	(0.0)	(4.2)	(2.4)	(1.7)	(2.0)	(0.0)	(0.0)	(4.0)	(2.6)
Number of respondents	67	78	118	57	221	21	74	87	112

* See Appendix for percentage in schools with life skills programs that served mildly learning handicapped students.
** See Appendix for percentage in schools with life skills programs that served severely impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26A: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*												
Self-care skills	89.1	84.4	96.6	81.5	85.4	97.2	88.2	79.2	95.8	89.8	94.7	78.5
	(3.2)	(5.3)	(3.2)	(10.0)	(4.6)	(2.6)	(6.8)	(7.8)	(2.7)	(3.6)	(5.3)	(12.8)
Functional skills (e.g., telling time)	74.2	87.9	89.5	53.6	72.3	78.2	64.8	74.2	80.8	78.0	66.1	64.9
	(4.4)	(4.8)	(5.4)	(12.8)	(5.8)	(6.6)	(10.0)	(8.5)	(5.4)	(4.9)	(11.2)	(14.8)
Home care skills (e.g., cooking)	84.1	89.5	77.4	96.7	84.9	82.2	88.1	87.8	78.9	84.1	77.9	91.5
	(3.7)	(4.5)	(7.3)	(4.6)	(4.6)	(6.2)	(6.8)	(6.3)	(5.6)	(4.4)	(9.8)	(8.7)
Planning/goal setting	81.2	88.6	94.9	68.2	78.8	86.5	79.1	79.7	83.6	87.1	69.4	66.2
	(4.0)	(4.7)	(3.9)	(12.0)	(5.3)	(5.5)	(8.5)	(7.8)	(5.1)	(4.0)	(10.9)	(14.7)
Social skills (e.g., conflict resolution, self expression)	85.6	85.8	98.1	71.3	84.6	87.6	88.5	82.4	85.5	89.7	79.8	71.5
	(3.6)	(5.1)	(2.4)	(11.6)	(4.7)	(5.3)	(6.7)	(7.4)	(4.8)	(3.6)	(9.5)	(14.0)
Use of community resources	87.0	96.4	91.3	76.2	84.5	92.4	89.8	81.0	88.7	90.2	87.3	69.7
	(3.4)	(2.8)	(4.9)	(10.9)	(4.7)	(4.3)	(6.4)	(7.6)	(4.3)	(3.5)	(7.9)	(14.3)
Number of respondents	351	89	78	41	223	128	97	98	156	248	59	42

* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26B: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*					
Self-care skills	82.2	97.0	98.2	90.4	84.2
	(6.8)	(1.9)	(2.1)	(6.1)	(8.0)
Functional skills (e.g., telling time)	72.7	75.9	73.9	88.0	71.4
	(7.9)	(4.8)	(7.0)	(6.7)	(9.9)
Home care skills (e.g., cooking)	95.6	70.9	85.2	87.4	83.8
	(3.6)	(5.1)	(5.6)	(6.8)	(8.1)
Planning/goal setting	80.0	82.6	77.6	89.4	86.9
	(7.1)	(4.3)	(6.6)	(6.3)	(7.4)
Social skills (e.g., conflict resolution, self expression)	79.8	92.2	89.2	90.0	84.2
	(7.1)	(3.0)	(4.9)	(6.2)	(8.0)
Use of community resources	85.9	88.2	89.5	95.0	85.8
	(6.1)	(3.6)	(4.9)	(4.5)	(7.7)
Number of respondents	99	252	137	70	80

* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 26C: LIFE SKILLS PROGRAMS PROVIDED BY SCHOOLS TO SECONDARY STUDENTS WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage in schools with life skills programs for the sensorily and physically impaired that included training in:*									
Self-care skills	84.1	92.9	96.3	88.7	91.2	97.0	92.4	98.7	81.9
	(9.1)	(5.0)	(3.3)	(6.2)	(4.0)	(5.2)	(5.5)	(2.4)	(7.6)
Functional skills (e.g., telling time)	70.8	74.0	82.3	82.6	76.0	67.4	72.7	77.6	77.2
	(11.3)	(8.5)	(6.6)	(7.5)	(6.0)	(14.3)	(9.3)	(8.8)	(8.3)
Home care skills (e.g., cooking)	88.8	80.8	88.4	80.8	81.3	90.4	93.3	76.9	86.9
	(7.8)	(7.7)	(5.6)	(7.7)	(5.5)	(9.0)	(5.2)	(8.9)	(6.7)
Planning/goal setting	80.1	76.9	94.7	80.1	79.7	95.2	81.8	82.9	86.0
	(9.9)	(8.2)	(3.9)	(7.8)	(5.7)	(6.6)	(8.0)	(7.9)	(6.8)
Social skills (e.g., conflict resolution, self expression)	77.9	90.0	97.1	75.2	88.4	95.2	92.6	87.6	84.1
	(10.3)	(5.8)	(2.9)	(8.5)	(4.5)	(6.6)	(5.5)	(6.9)	(7.2)
Use of community resources	85.7	89.6	94.6	94.8	85.4	99.8	98.5	87.0	83.6
	(8.7)	(5.9)	(3.9)	(4.3)	(5.0)	(1.3)	(2.5)	(7.1)	(7.3)
Number of respondents	59	87	114	63	205	29	73	88	109

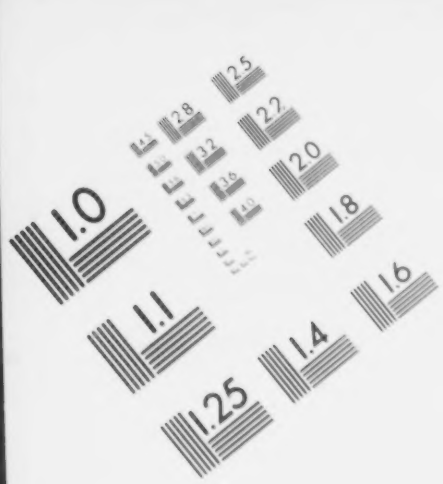
* See Appendix for percentage in schools with life skills programs that served sensorily or physically impaired students.

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27A: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH MULTIPLE HANDICAPS ATTENDED SECONDARY SCHOOL

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage who attended secondary school in communities with educational resources that included:												
Special secondary schools for students with disabilities	75.6	88.3	88.4	48.4	74.5	77.9	74.2	72.5	78.9	80.4	65.0	60.5
	(3.7)	(4.0)	(5.1)	(10.8)	(4.8)	(5.9)	(7.9)	(7.1)	(4.9)	(4.0)	(9.9)	(13.3)
Alternative/continuation schools	67.1	89.5	79.4	32.7	66.5	68.5	57.2	73.3	71.1	69.1	65.8	55.5
	(4.2)	(3.8)	(6.6)	(10.1)	(5.3)	(6.7)	(8.9)	(7.2)	(5.6)	(4.8)	(10.0)	(13.5)
Vocational secondary schools	69.7	87.8	83.6	38.3	66.9	75.8	57.8	72.9	77.3	72.9	68.2	54.9
	(4.0)	(3.9)	(5.8)	(10.5)	(5.2)	(6.1)	(8.9)	(7.2)	(5.0)	(4.6)	(9.6)	(13.5)
Magnet secondary schools	36.2	58.1	34.7	14.1	33.1	42.9	25.4	42.1	40.9	37.0	34.5	36.7
	(4.3)	(6.0)	(8.1)	(7.9)	(5.4)	(7.2)	(8.1)	(8.2)	(6.1)	(5.1)	(10.1)	(13.3)
Postsecondary schools with programs for students with disabilities	75.4	86.2	87.7	53.3	74.9	76.7	66.1	82.2	78.7	75.8	66.8	84.1
	(4.0)	(4.6)	(5.6)	(13.7)	(5.2)	(6.4)	(9.3)	(6.5)	(5.3)	(4.7)	(10.5)	(10.9)
Number of respondents	409	108	82	36	265	144	111	125	173	293	67	46
Percentage who attended secondary school in communities with adult services that included:												
Work facilities for adults with disabilities (e.g., sheltered workshops)	86.5	97.9	97.0	60.6	82.7	95.0	76.6	83.3	96.6	87.8	84.0	81.8
	(2.9)	(1.7)	(2.7)	(10.5)	(4.1)	(3.0)	(7.6)	(5.9)	(2.1)	(3.3)	(7.4)	(10.3)
Group homes for adults with disabilities	86.1	97.2	94.4	65.0	83.8	91.1	81.0	82.1	92.8	88.9	80.2	76.9
	(3.0)	(2.0)	(3.7)	(10.4)	(4.1)	(4.0)	(7.1)	(6.2)	(3.1)	(3.2)	(8.2)	(11.5)
Public job training programs (e.g., JTPA)	86.3	97.7	85.1	72.0	85.3	88.9	79.9	91.8	87.4	87.2	73.5	97.3
	(3.1)	(2.0)	(5.8)	(10.1)	(4.0)	(4.6)	(7.6)	(4.4)	(4.1)	(3.5)	(9.3)	(4.4)
Centers for independent living	70.8	90.5	81.5	42.3	67.6	78.7	59.3	72.3	79.8	73.1	65.3	62.8
	(4.3)	(3.6)	(7.0)	(11.6)	(5.6)	(6.4)	(9.6)	(7.8)	(5.3)	(5.0)	(10.4)	(14.2)
Advocacy groups for people with disabilities	92.9	98.0	100	81.5	92.0	94.6	90.3	92.9	94.6	92.2	98.3	88.2
	(2.3)	(1.7)	(0.0)	(8.9)	(3.1)	(3.2)	(5.5)	(4.2)	(2.8)	(2.8)	(2.7)	(9.1)
Support or social groups for people with disabilities	88.6	96.9	96.7	69.1	86.8	92.5	84.4	82.8	95.9	89.7	91.5	77.2
	(2.9)	(2.2)	(2.9)	(10.7)	(3.9)	(3.8)	(6.7)	(6.3)	(2.5)	(3.2)	(6.0)	(11.7)
Accommodations on public transportation for people with disabilities	79.5	97.2	85.6	60.5	79.6	79.4	66.8	86.2	84.5	79.4	73.5	87.9
	(3.7)	(2.0)	(5.6)	(11.1)	(4.8)	(5.9)	(9.5)	(5.7)	(4.6)	(4.4)	(9.5)	(9.3)
Number of respondents	399	115	75	49	265	134	106	119	168	279	69	47

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

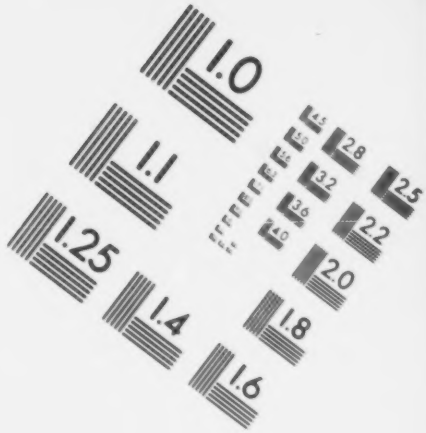


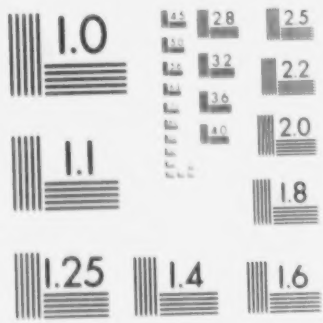
AIIM

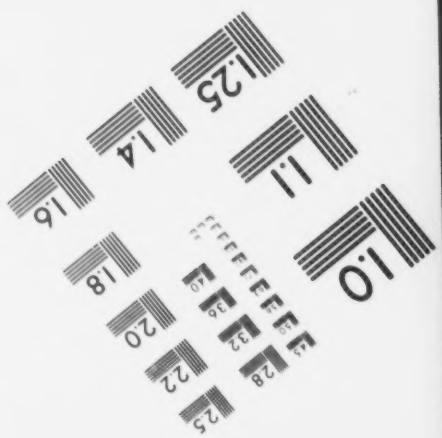
Association for Information and Image Management

1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910

301/587-8202







MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

Table 27B: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH MULTIPLE HANDICAPS ATTENDED SECONDARY SCHOOL

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage who attended secondary school in communities with educational resources that included:					
Special secondary schools for students with disabilities	62.4	95.2	76.6	80.5	75.5
	(6.7)	(2.1)	(6.1)	(6.7)	(7.7)
Alternative/continuation schools	56.3	85.5	63.3	79.6	67.6
	(6.7)	(3.7)	(7.1)	(7.0)	(8.6)
Vocational secondary schools	58.6	86.4	71.1	75.4	69.3
	(6.7)	(3.5)	(6.6)	(7.4)	(8.3)
Magnet secondary schools	28.2	48.7	39.2	44.4	38.3
	(6.3)	(5.3)	(7.4)	(8.8)	(9.2)
Postsecondary schools with programs for students with disabilities	75.1	76.0	67.7	88.3	78.1
	(6.5)	(4.6)	(7.4)	(6.0)	(8.1)
Number of respondents	135	274	136	86	100
Percentage who attended secondary school in communities with adult services that included:					
Work facilities for adults with disabilities (e.g., sheltered workshops)	77.5	99.6	88.4	96.1	80.3
	(5.7)	(0.6)	(4.6)	(3.3)	(7.1)
Group homes for adults with disabilities	79.0	96.2	82.6	92.2	88.3
	(5.7)	(1.9)	(5.5)	(4.7)	(5.8)
Public job training programs (e.g., JTPA)	83.0	90.8	82.6	97.2	84.1
	(5.6)	(2.9)	(5.8)	(2.9)	(6.6)
Centers for independent living	62.0	82.2	70.6	83.2	68.7
	(7.5)	(4.2)	(7.3)	(7.1)	(9.1)
Advocacy groups for people with disabilities	90.9	95.5	84.8	99.1	99.8
	(4.0)	(2.2)	(5.4)	(1.6)	(0.8)
Support or social groups for people with disabilities	84.2	94.0	85.3	94.3	92.6
	(5.4)	(2.4)	(5.2)	(4.2)	(4.9)
Accommodations on public transportation for people with disabilities	82.2	75.8	76.2	81.9	81.3
	(5.5)	(4.6)	(6.5)	(7.1)	(7.6)
Number of respondents	130	269	135	83	100

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 27C: SERVICES AVAILABLE IN COMMUNITIES IN WHICH STUDENTS WITH MULTIPLE HANDICAPS ATTENDED SECONDARY SCHOOL

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage who attended secondary school in communities with educational resources that included:									
Special secondary schools for students with disabilities	83.4	62.6	86.2	86.2	71.4	96.0	82.3	75.9	69.3
	(7.8)	(8.0)	(5.1)	(6.0)	(5.4)	(5.7)	(6.9)	(7.5)	(7.8)
Alternative/continuation schools	69.4	58.0	71.1	88.3	61.0	74.5	64.5	65.7	70.7
	(9.7)	(8.3)	(7.0)	(5.6)	(6.0)	(12.9)	(8.8)	(8.5)	(8.0)
Vocational secondary schools	79.5	57.6	77.6	95.2	66.8	66.7	72.0	68.8	70.7
	(8.5)	(8.3)	(6.3)	(3.7)	(5.7)	(13.5)	(8.1)	(8.2)	(7.8)
Magnet secondary schools	43.9	29.9	39.4	61.4	32.0	48.7	43.7	38.0	30.8
	(10.7)	(8.2)	(7.5)	(8.6)	(5.9)	(15.3)	(9.5)	(9.1)	(8.1)
Postsecondary schools with programs for students with disabilities	78.1	69.8	78.2	94.6	72.1	64.2	70.5	71.5	82.8
	(9.6)	(8.3)	(6.8)	(4.4)	(5.8)	(14.6)	(9.0)	(8.7)	(7.0)
Number of respondents	68	100	128	63	245	29	81	104	124
Percentage who attended secondary school in communities with adult services that included:									
Work facilities for adults with disabilities (e.g., sheltered workshops)	83.6	81.5	94.0	96.8	86.7	78.6	81.8	90.7	85.1
	(7.7)	(6.4)	(3.5)	(3.0)	(4.0)	(11.6)	(6.9)	(5.1)	(6.0)
Group homes for adults with disabilities	88.3	76.4	96.3	96.2	82.7	96.3	86.3	88.1	83.3
	(6.9)	(7.1)	(2.9)	(3.4)	(4.5)	(5.4)	(6.3)	(5.7)	(6.4)
Public job training programs (e.g., JTPA)	88.0	78.7	90.4	93.6	85.9	71.1	75.0	88.2	90.6
	(7.0)	(7.1)	(4.6)	(4.5)	(4.3)	(13.9)	(8.4)	(5.8)	(5.2)
Centers for independent living	70.3	64.7	75.8	81.1	69.4	71.9	69.5	71.1	70.7
	(10.5)	(9.0)	(7.1)	(7.1)	(6.1)	(14.0)	(9.2)	(8.6)	(8.8)
Advocacy groups for people with disabilities	98.8	87.2	93.9	99.7	89.9	98.5	98.8	90.1	90.3
	(2.4)	(5.7)	(3.8)	(1.0)	(3.7)	(3.6)	(2.0)	(5.4)	(5.3)
Support or social groups for people with disabilities	87.5	86.3	93.3	96.3	87.3	94.9	95.8	89.4	82.0
	(7.2)	(5.9)	(3.9)	(3.4)	(4.1)	(6.7)	(3.8)	(5.7)	(6.8)
Accommodations on public transportation for people with disabilities	83.6	77.1	73.2	94.0	75.6	73.1	72.0	76.9	86.1
	(8.5)	(7.7)	(6.9)	(4.7)	(5.4)	(12.9)	(8.9)	(7.9)	(6.3)
Number of respondents	69	93	126	61	229	28	80	108	114

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage ever received:												
Job training	46.2	45.9	59.4	36.8	43.2	51.9	35.1	45.8	54.3	47.6	49.6	38.9
	(3.5)	(4.8)	(5.8)	(9.5)	(4.5)	(5.6)	(7.2)	(6.6)	(4.7)	(4.2)	(8.6)	(9.4)
Speech/language therapy	77.9	69.0	83.4	82.1	76.8	80.1	84.0	79.5	72.4	82.0	75.4	67.6
	(2.9)	(4.4)	(4.3)	(7.6)	(3.8)	(4.4)	(5.5)	(5.3)	(4.2)	(3.2)	(7.4)	(8.7)
Personal counseling/ therapy	40.4	40.7	48.1	33.2	42.5	36.4	45.9	44.5	33.6	39.9	44.8	40.6
	(3.5)	(4.7)	(5.9)	(9.4)	(4.5)	(5.4)	(7.5)	(6.6)	(4.5)	(4.1)	(8.6)	(9.4)
Occupational therapy/ life skills training	73.8	73.1	79.7	66.7	71.9	77.5	75.0	67.9	77.0	75.4	74.1	70.9
	(3.1)	(4.2)	(4.7)	(9.3)	(4.0)	(4.6)	(6.5)	(6.1)	(3.9)	(3.6)	(7.6)	(8.3)
A tutor, reader, or interpreter	26.8	30.2	26.2	24.9	27.1	26.4	23.2	28.8	28.2	29.0	27.9	18.5
	(3.2)	(4.4)	(5.2)	(8.6)	(4.1)	(4.9)	(6.3)	(6.0)	(4.3)	(3.8)	(7.8)	(7.6)
Physical therapy/mobility training	57.8	50.5	65.0	56.1	53.6	65.8	58.2	54.1	60.1	58.1	53.9	62.8
	(3.5)	(4.8)	(5.6)	(9.8)	(4.5)	(5.3)	(7.4)	(6.6)	(4.6)	(4.2)	(8.6)	(9.0)
Help with transportation because of disability	75.7	78.2	71.4	73.0	73.4	79.9	71.4	74.1	80.0	75.5	81.5	72.7
	(3.0)	(3.9)	(5.3)	(8.8)	(4.0)	(4.5)	(6.7)	(5.8)	(3.8)	(3.6)	(6.7)	(8.4)
Number of respondents	713	209	170	68	449	264	189	206	318	490	111	105

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage ever received:					
Job training	49.5	53.1	32.8	79.2	55.8
	(5.5)	(4.5)	(5.3)	(6.0)	(7.5)
Speech/language therapy	80.2	75.8	84.1	85.9	77.7
	(4.4)	(3.9)	(4.1)	(5.2)	(6.3)
Personal counseling/ therapy	39.4	45.7	32.0	57.7	45.9
	(5.4)	(4.5)	(5.3)	(7.4)	(7.5)
Occupational therapy/ life skills training	69.1	80.9	85.4	83.2	63.3
	(5.1)	(3.5)	(4.0)	(5.6)	(7.3)
A tutor, reader, or interpreter	24.2	29.7	25.6	44.6	30.0
	(4.8)	(4.1)	(5.0)	(7.4)	(6.9)
Physical therapy/mobility training	56.0	55.4	84.2	50.4	32.0
	(5.5)	(4.5)	(4.1)	(7.4)	(7.0)
Help with transportation because of disability	70.0	82.4	88.8	77.9	56.8
	(5.1)	(3.4)	(3.5)	(6.2)	(7.5)
Number of respondents	248	391	267	133	170

Source: Parent interviews and students' school records.

Table 28C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever received:									
Job training	38.6	55.2	58.8	47.7	48.4	42.6	43.1	49.5	58.2
	(8.1)	(7.1)	(6.1)	(6.6)	(5.0)	(11.4)	(7.2)	(7.2)	(7.3)
Speech/language therapy	80.6	81.1	93.0	80.9	85.2	66.6	76.7	85.3	89.4
	(6.6)	(5.6)	(3.2)	(5.2)	(3.5)	(10.9)	(6.1)	(5.1)	(4.5)
Personal counseling/ therapy	38.4	45.2	41.5	37.3	39.7	54.8	49.1	36.5	40.4
	(8.2)	(7.1)	(6.1)	(6.4)	(4.9)	(11.6)	(7.3)	(6.3)	(7.2)
Occupational therapy/ life skills training	67.9	77.1	89.4	76.8	79.8	63.8	66.9	80.7	80.1
	(7.8)	(6.0)	(3.8)	(5.5)	(4.0)	(11.2)	(6.8)	(5.6)	(5.9)
A tutor, reader, or interpreter	30.6	26.4	32.5	41.7	26.7	25.6	33.6	30.3	28.0
	(7.8)	(6.4)	(5.8)	(6.5)	(4.4)	(10.3)	(7.0)	(6.6)	(6.6)
Physical therapy/mobility training	50.0	60.3	73.3	55.3	67.2	40.6	51.7	59.8	72.5
	(8.4)	(7.0)	(5.5)	(6.6)	(4.6)	(11.5)	(7.3)	(7.0)	(6.6)
Help with transportation because of disability	72.1	68.9	89.7	84.0	77.5	62.3	74.8	70.6	81.5
	(7.5)	(6.6)	(3.8)	(4.8)	(4.2)	(11.2)	(6.3)	(6.5)	(5.7)
Number of respondents	127	157	222	138	405	49	146	190	196

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Continued)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received in past year:												
Job training	40.0	40.0	52.6	32.6	38.4	42.0	33.1	43.0	42.8	45.8	43.2	16.0
	(3.5)	(4.7)	(5.9)	(9.2)	(4.4)	(5.6)	(7.1)	(6.5)	(4.7)	(4.2)	(8.6)	(7.0)
Speech/language therapy	62.7	53.4	66.6	72.0	64.3	59.9	76.4	63.8	51.8	71.1	58.6	38.4
	(3.4)	(4.8)	(5.5)	(9.0)	(4.4)	(5.4)	(6.4)	(6.4)	(4.7)	(3.8)	(8.6)	(9.1)
Personal counseling/ therapy	28.4	27.3	37.0	17.6	29.2	26.8	35.6	36.4	17.5	30.3	36.0	15.2
	(3.2)	(4.3)	(5.7)	(7.6)	(4.1)	(4.9)	(7.2)	(6.3)	(3.6)	(3.9)	(8.3)	(6.8)
Occupational therapy/ life skills training	60.1	57.9	64.9	54.1	55.8	68.3	65.3	57.1	58.4	67.1	62.5	37.3
	(3.4)	(4.7)	(5.6)	(9.8)	(4.5)	(5.2)	(7.1)	(6.5)	(4.6)	(4.0)	(8.4)	(8.9)
A tutor, reader, or interpreter	18.1	21.5	17.7	16.0	19.3	15.9	16.7	20.3	17.7	21.5	13.3	10.0
	(2.7)	(4.0)	(4.5)	(7.3)	(3.6)	(4.1)	(5.6)	(5.4)	(3.7)	(3.5)	(5.9)	(5.9)
Physical therapy/mobility training	41.6	36.1	43.9	42.1	35.9	52.4	44.7	40.5	40.1	45.3	42.4	30.3
	(3.5)	(4.6)	(5.8)	(9.8)	(4.3)	(5.5)	(7.4)	(6.5)	(4.6)	(4.2)	(8.5)	(8.6)
Help with transportation because of disability	86.8	87.2	88.7	92.7	85.0	90.0	86.9	89.0	85.1	93.5	94.3	57.6
	(2.4)	(3.2)	(3.7)	(5.2)	(3.2)	(3.3)	(5.0)	(4.1)	(3.4)	(2.1)	(4.0)	(9.4)
Number of respondents	712	208	170	68	448	264	188	206	318	489	110	105

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Continued)

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage received in past year:					
Job training	43.1	46.2	30.6	68.4	47.0
	(5.5)	(4.5)	(5.2)	(6.9)	(7.5)
Speech/language therapy	64.9	60.2	71.0	55.7	62.1
	(5.3)	(4.4)	(5.1)	(7.5)	(7.3)
Personal counseling/ therapy	26.4	35.2	20.0	41.8	31.2
	(4.9)	(4.3)	(4.5)	(7.4)	(7.0)
Occupational therapy/ life skills training	54.2	67.1	72.6	64.0	47.8
	(5.5)	(4.2)	(5.0)	(7.1)	(7.5)
A tutor, reader, or interpreter	16.1	19.3	19.6	27.6	17.4
	(4.1)	(3.6)	(4.5)	(6.7)	(5.7)
Physical therapy/mobility training	35.0	47.7	66.4	31.1	11.8
	(5.3)	(4.5)	(5.3)	(6.9)	(4.9)
Help with transportation because of disability	88.9	93.8	89.3	90.0	78.5
	(3.5)	(2.2)	(3.5)	(4.4)	(6.2)
Number of respondents	248	390	267	132	169

Source: Parent interviews and students' school records.

Table 28C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Continued)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in past year:									
Job training	29.1	51.5	54.2	37.5	43.0	40.7	36.7	41.7	55.7
	(7.6)	(7.2)	(6.2)	(6.4)	(4.9)	(11.3)	(7.0)	(7.1)	(7.3)
Speech/language therapy	65.9	62.9	73.8	57.4	69.8	58.6	60.5	68.6	68.8
	(8.1)	(7.0)	(5.5)	(6.6)	(4.6)	(11.3)	(7.2)	(6.7)	(6.8)
Personal counseling/ therapy	25.5	27.9	29.0	26.6	28.2	33.1	33.1	22.7	26.9
	(7.4)	(6.4)	(5.6)	(5.8)	(4.5)	(11.1)	(6.9)	(6.0)	(6.5)
Occupational therapy/ life skills training	48.3	63.1	82.2	55.5	68.7	47.6	49.6	64.0	71.1
	(8.4)	(7.0)	(4.8)	(6.5)	(4.6)	(11.6)	(7.3)	(6.9)	(6.7)
A tutor, reader, or interpreter	21.2	16.3	22.7	19.7	19.2	22.8	23.2	20.6	18.4
	(6.9)	(5.4)	(5.2)	(5.3)	(4.0)	(9.9)	(6.2)	(5.8)	(5.7)
Physical therapy/mobility training	36.9	39.4	49.7	47.5	48.2	17.7	35.0	42.5	46.4
	(8.1)	(7.0)	(6.2)	(6.6)	(4.9)	(9.0)	(6.9)	(7.1)	(7.3)
Help with transportation because of disability	81.7	83.8	94.9	88.2	86.7	78.1	85.9	83.6	86.3
	(6.5)	(5.3)	(2.7)	(4.2)	(3.4)	(9.5)	(5.0)	(5.3)	(5.1)
Number of respondents	125	156	222	137	404	49	146	187	196

Source: Parent interviews and students' school records.

Table 28A: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average number:												
Services ever received	3.9	3.8	4.3	3.7	3.8	4.0	3.8	3.9	3.9	4.1	4.1	3.2
	(0.1)	(0.1)	(0.2)	(0.3)	(0.1)	(0.2)	(0.2)	(0.2)	(0.1)	(0.1)	(0.3)	(0.3)
Services received in past year	3.3	3.2	3.7	3.2	3.2	3.4	3.5	3.4	3.0	3.7	3.5	1.8
	(0.1)	(0.2)	(0.2)	(0.3)	(0.1)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.3)	(0.3)
Number of respondents	741	214	176	70	467	274	194	213	334	497	111	126
Of those in secondary school in the past year, percentage receiving that year from their school:*												
Job training	42.7	39.2	53.5	34.8	41.2	45.4	34.3	43.1	49.6	44.0	39.8	---
	(3.8)	(4.9)	(6.3)	(10.5)	(4.8)	(6.0)	(7.3)	(6.8)	(5.5)	(4.2)	(8.5)	
Speech/language therapy	66.5	55.4	69.5	84.2	68.5	62.6	75.4	65.8	59.1	69.8	56.2	---
	(3.6)	(5.0)	(5.8)	(8.0)	(4.6)	(5.9)	(6.6)	(6.5)	(5.5)	(3.9)	(8.6)	
Personal counseling/ therapy	26.9	24.5	31.2	19.1	27.9	24.9	36.7	30.9	14.5	26.9	28.5	---
	(3.4)	(4.3)	(5.9)	(8.6)	(4.4)	(5.2)	(7.4)	(6.3)	(3.9)	(3.8)	(7.8)	
Occupational therapy/ life skills training	64.3	60.0	68.7	64.9	61.8	68.8	68.6	57.4	66.6	66.4	59.4	---
	(3.7)	(4.9)	(5.9)	(10.5)	(4.8)	(5.6)	(7.2)	(6.8)	(5.2)	(4.0)	(8.5)	
A tutor, reader, or interpreter	15.1	17.7	11.2	15.7	17.6	10.6	14.8	16.1	14.6	16.5	9.9	---
	(2.8)	(3.9)	(4.0)	(8.0)	(3.8)	(3.7)	(5.5)	(5.0)	(3.9)	(3.2)	(5.2)	
Physical therapy/mobility training	39.5	31.9	39.8	41.8	35.4	46.9	41.3	34.8	42.1	42.1	30.6	---
	(3.8)	(4.7)	(6.2)	(10.8)	(4.7)	(6.0)	(7.6)	(6.5)	(5.5)	(4.2)	(8.0)	
Help with transportation because of disability	66.1	68.2	61.8	67.8	65.3	67.4	62.9	62.0	72.5	66.4	69.0	---
	(3.6)	(4.7)	(6.1)	(10.3)	(4.7)	(5.7)	(7.4)	(6.6)	(4.9)	(4.0)	(8.0)	
Number of respondents	606	190	150	56	380	226	179	194	232	489	110	0
Of those in secondary school in the past year, average number of services received that year from school*	3.2	2.9	3.3	3.3	3.2	3.2	3.3	3.1	3.2	3.3	2.9	---
	(0.1)	(0.2)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)	(0.3)	
Number of respondents	615	193	151	56	387	228	181	197	237	497	111	0

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28B: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Average number:					
Services ever received	3.8	4.2	4.3	4.8	3.6
	(0.2)	(0.1)	(0.1)	(0.2)	(0.2)
Services received in past year	3.2	3.7	3.7	3.8	2.9
	(0.2)	(0.1)	(0.2)	(0.2)	(0.2)
Number of respondents	255	397	273	135	172
Of those in secondary school in the past year, percentage receiving that year from their school:*					
Job training	42.0	50.8	31.0	68.0	51.1
	(5.8)	(4.9)	(5.6)	(7.4)	(8.0)
Speech/language therapy	71.4	64.9	76.6	57.2	63.1
	(5.3)	(4.7)	(5.1)	(7.9)	(7.8)
Personal counseling/ therapy	22.9	35.4	19.5	31.0	32.9
	(4.9)	(4.7)	(4.8)	(7.4)	(7.5)
Occupational therapy/ life skills training	58.6	74.2	77.7	65.9	51.5
	(5.8)	(4.3)	(5.1)	(7.5)	(8.0)
A tutor, reader, or interpreter	12.4	16.0	15.4	24.1	14.5
	(3.9)	(3.6)	(4.4)	(6.8)	(5.6)
Physical therapy/mobility training	33.9	46.8	63.9	30.4	12.5
	(5.6)	(4.9)	(5.8)	(7.3)	(5.3)
Help with transportation because of disability	62.7	71.5	80.9	67.5	47.5
	(5.7)	(4.4)	(4.7)	(7.4)	(8.0)
Number of respondents	222	331	231	116	150
Of those in secondary school in the past year, average number of services received that year from school*	3.0	3.6	3.6	3.4	2.7
	(0.2)	(0.1)	(0.2)	(0.3)	(0.2)
Number of respondents	224	337	237	119	152

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 28C: OVERVIEW OF SERVICES RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average number:									
Services ever received	3.8	4.1	4.8	4.2	4.1	3.5	3.9	4.1	4.5
	(0.2)	(0.2)	(0.1)	(0.2)	(0.1)	(0.3)	(0.2)	(0.2)	(0.2)
Services received in past year	3.1	3.4	4.1	3.2	3.5	3.0	3.2	3.4	3.7
	(0.3)	(0.2)	(0.2)	(0.2)	(0.2)	(0.4)	(0.2)	(0.2)	(0.2)
Number of respondents	130	160	223	142	424	51	151	191	196
Of those in secondary school in the past year, percentage receiving that year from their school:*									
Job training	32.0	53.1	51.7	40.1	44.7	42.7	38.2	46.1	52.8
	(8.4)	(7.6)	(6.5)	(7.1)	(5.4)	(11.9)	(7.5)	(7.8)	(7.7)
Speech/language therapy	68.2	66.1	76.4	58.3	74.7	61.2	64.7	70.4	75.5
	(8.6)	(7.3)	(5.6)	(7.2)	(4.7)	(11.7)	(7.5)	(7.2)	(6.6)
Personal counseling/ therapy	23.6	26.4	28.7	22.8	26.8	26.9	29.0	21.9	28.2
	(7.8)	(6.7)	(5.9)	(6.1)	(4.8)	(10.9)	(7.0)	(6.5)	(6.9)
Occupational therapy/ life skills training	56.0	64.4	83.6	59.5	72.5	49.3	52.6	71.6	74.3
	(9.0)	(7.4)	(4.8)	(7.1)	(4.8)	(12.1)	(7.7)	(7.1)	(6.7)
A tutor, reader, or interpreter	22.9	11.7	16.6	17.0	14.8	23.8	21.5	20.1	11.1
	(7.7)	(5.0)	(4.9)	(5.5)	(3.9)	(10.4)	(6.4)	(6.3)	(4.8)
Physical therapy/mobility training	38.2	41.9	46.2	39.1	47.6	17.8	33.8	43.7	48.9
	(8.8)	(7.5)	(6.5)	(7.1)	(5.4)	(9.4)	(7.3)	(7.8)	(7.7)
Help with transportation because of disability	69.1	56.0	79.6	63.7	71.7	55.2	63.7	66.9	71.7
	(8.3)	(7.6)	(5.3)	(7.0)	(4.8)	(11.9)	(7.4)	(7.4)	(6.9)
Number of respondents	107	137	200	113	346	45	129	157	179
Of those in secondary school in the past year, average number of services received that year from school*	3.1	3.2	3.8	3.0	3.5	2.7	3.0	3.4	3.6
	(0.3)	(0.2)	(0.2)	(0.3)	(0.2)	(0.3)	(0.2)	(0.2)	(0.2)
Number of respondents	112	141	201	116	351	47	134	160	179

* See Appendix for percentage of youth that were in secondary school or out of secondary school.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received vocational services:												
Never	69.5	75.3	51.8	77.0	73.0	62.7	81.5	70.3	59.9	70.1	65.5	70.4
	(3.6)	(4.4)	(6.8)	(9.0)	(4.5)	(5.9)	(6.4)	(6.8)	(5.2)	(4.2)	(9.4)	(11.0)
For less than 6 months	5.4	2.0	7.0	7.2	5.6	5.0	4.0	4.7	6.9	4.9	3.3	9.9
	(1.8)	(1.4)	(3.4)	(5.5)	(2.3)	(2.7)	(3.2)	(3.2)	(2.7)	(2.0)	(3.6)	(7.2)
6 to 12 months	9.9	7.9	15.6	6.9	8.0	13.6	10.5	12.6	7.6	11.7	6.7	4.3
	(2.4)	(2.8)	(4.9)	(5.4)	(2.8)	(4.2)	(5.1)	(5.0)	(2.8)	(2.9)	(5.0)	(4.9)
13 to 24 months	6.7	8.7	8.6	5.0	5.1	9.8	1.7	6.3	10.7	5.9	7.9	9.4
	(2.0)	(2.9)	(3.8)	(4.6)	(2.2)	(3.6)	(2.1)	(3.6)	(3.3)	(2.1)	(5.4)	(7.1)
More than 24 months	8.5	6.1	17.0	3.9	8.4	8.9	2.3	6.1	14.9	7.3	16.5	6.0
	(2.2)	(2.5)	(5.1)	(4.1)	(2.8)	(3.5)	(2.5)	(3.6)	(3.8)	(2.4)	(7.4)	(5.8)
Number of respondents	580	181	135	61	366	214	158	168	254	426	81	73
Percentage received following hours of vocational services in the past year:												
None	63.9	62.8	53.9	70.1	65.8	60.0	70.3	65.0	58.2	61.8	64.8	70.3
	(3.6)	(4.8)	(6.1)	(9.2)	(4.5)	(5.6)	(6.9)	(6.8)	(4.9)	(4.3)	(8.5)	(9.6)
Fewer than 80 hours	2.3	2.3	0.7	3.9	2.6	1.6	4.2	2.1	0.8	2.9	2.1	0.0
	(1.1)	(1.5)	(1.0)	(3.9)	(1.5)	(1.4)	(3.0)	(2.0)	(0.9)	(1.5)	(2.6)	(0.0)
80 to 240 hours	16.3	21.7	16.0	13.1	15.3	18.4	17.4	11.7	18.5	17.8	19.5	6.9
	(2.7)	(4.1)	(4.5)	(6.8)	(3.4)	(4.4)	(5.7)	(4.6)	(3.9)	(3.4)	(7.1)	(5.3)
241 to 600 hours	14.3	9.6	23.3	12.5	13.2	16.5	7.7	17.6	17.3	14.9	9.8	17.2
	(2.6)	(2.9)	(5.2)	(6.7)	(3.2)	(4.3)	(4.0)	(5.4)	(3.8)	(3.1)	(5.3)	(7.9)
More than 600 hours	3.2	3.7	6.1	0.3	3.1	3.5	0.5	3.6	5.2	2.6	3.7	5.6
	(1.3)	(1.9)	(2.9)	(1.1)	(1.6)	(2.1)	(1.0)	(2.6)	(2.2)	(1.4)	(3.4)	(4.8)
Number of respondents	654	192	159	67	413	241	181	186	287	451	104	92
Average hours of vocational services provided recipients in past year	110	103	170	71.9	102	126	61.9	124	138	114	98.8	110
	(14.5)	(18.9)	(29.0)	(26.7)	(17.5)	(24.9)	(18.9)	(30.8)	(21.7)	(17.5)	(33.9)	(41.7)
Number of respondents	654	192	159	67	413	241	181	186	287	451	104	92

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage received vocational services:					
Never	61.9	74.7	79.3	50.7	64.5
	(6.0)	(4.4)	(4.6)	(7.5)	(7.2)
For less than 6 months	8.0	2.9	3.1	5.4	8.9
	(3.4)	(1.7)	(2.0)	(3.4)	(4.3)
6 to 12 months	12.7	7.2	5.6	15.7	13.3
	(4.1)	(2.6)	(2.6)	(5.4)	(5.1)
13 to 24 months	7.9	7.0	4.9	13.7	5.2
	(3.3)	(2.6)	(2.4)	(5.1)	(3.4)
More than 24 months	9.5	8.2	7.1	14.5	8.1
	(3.6)	(2.8)	(2.9)	(5.3)	(4.1)
Number of respondents	203	305	269	133	170
Percentage received following hours of vocational services in the past year:					
None	61.8	53.3	76.8	35.0	56.4
	(5.6)	(4.6)	(5.0)	(7.7)	(7.9)
Fewer than 80 hours	2.4	2.9	0.8	2.6	4.6
	(1.8)	(1.6)	(1.0)	(2.6)	(3.3)
80 to 240 hours	15.5	23.6	13.4	22.1	17.8
	(4.2)	(4.0)	(4.0)	(6.7)	(6.1)
241 to 600 hours	16.7	16.3	8.0	35.3	15.6
	(4.3)	(3.4)	(3.2)	(7.7)	(5.8)
More than 600 hours	3.6	3.9	1.1	5.0	5.7
	(2.1)	(1.8)	(1.2)	(3.5)	(3.7)
Number of respondents	231	360	248	114	151
Average hours of vocational services provided recipients in past year	119	138	61.9	218	131
	(23.5)	(19.2)	(17.7)	(35.0)	(33.0)
Number of respondents	231	360	248	114	151

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29C: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received vocational services:									
Never	80.1	64.2	55.7	75.9	66.1	76.1	75.4	68.6	59.7
	(6.7)	(6.9)	(6.2)	(5.9)	(4.9)	(10.1)	(6.2)	(6.7)	(7.2)
For less than 6 months	4.1	9.9	2.9	1.7	6.0	8.5	3.0	9.4	3.5
	(3.3)	(4.3)	(2.1)	(1.8)	(2.4)	(6.6)	(2.5)	(4.2)	(2.7)
6 to 12 months	5.8	11.6	14.3	5.0	11.2	10.3	7.1	9.4	16.0
	(3.9)	(4.6)	(4.4)	(3.0)	(3.2)	(7.2)	(3.7)	(4.2)	(5.4)
13 to 24 months	3.6	5.1	13.8	9.6	7.1	0.9	4.8	7.8	7.3
	(3.1)	(3.1)	(4.3)	(4.1)	(2.6)	(2.2)	(3.1)	(3.9)	(3.8)
More than 24 months	6.4	9.2	13.2	7.9	9.7	4.2	9.7	4.7	13.6
	(4.1)	(4.1)	(4.2)	(3.7)	(3.0)	(4.8)	(4.3)	(3.0)	(5.1)
Number of respondents	130	158	219	127	389	47	149	187	195
Percentage received following hours of vocational services in the past year:									
None	68.8	59.0	56.0	61.7	63.9	67.8	68.3	62.4	53.8
	(8.1)	(7.6)	(6.6)	(6.7)	(5.1)	(11.5)	(7.2)	(7.4)	(7.7)
Fewer than 80 hours	1.2	4.3	1.9	1.7	2.7	0.1	2.2	3.9	1.2
	(1.9)	(3.1)	(1.8)	(1.8)	(1.7)	(0.9)	(2.2)	(3.0)	(1.7)
80 to 240 hours	13.5	21.1	17.8	20.6	14.4	19.6	13.3	19.2	17.9
	(5.9)	(6.3)	(5.1)	(5.6)	(3.7)	(9.8)	(5.2)	(6.0)	(5.9)
241 to 600 hours	10.1	12.9	23.6	11.6	15.9	11.4	13.3	10.2	24.1
	(5.2)	(5.2)	(5.6)	(4.4)	(3.9)	(7.9)	(5.2)	(4.6)	(6.6)
More than 600 hours	6.5	2.6	0.8	4.4	3.2	1.1	2.9	4.3	2.9
	(4.3)	(2.5)	(1.2)	(2.9)	(1.9)	(2.6)	(2.6)	(3.1)	(2.6)
Number of respondents	117	140	195	125	364	45	131	169	175
Average hours of vocational services provided recipients in past year	108	105	135	109	111	87.7	97.8	110	137
	(37.4)	(26.4)	(25.3)	(27.5)	(20.1)	(41.0)	(29.4)	(30.1)	(29.0)
Number of respondents	117	140	195	125	364	45	131	169	175

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

Source: Parent interviews and students' school records.

Table 29A: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received in the past year:												
Testing/assessment	11.2	9.6	13.3	7.8	9.5	14.7	2.1	11.6	18.0	9.9	16.7	11.9
	(2.5)	(3.1)	(4.6)	(5.7)	(3.0)	(4.5)	(2.3)	(4.9)	(4.2)	(2.8)	(7.5)	(7.8)
Job skills training	13.2	7.6	19.8	9.9	9.9	19.5	6.5	13.6	17.8	13.9	12.6	10.0
	(2.7)	(2.8)	(5.3)	(6.3)	(3.0)	(5.0)	(4.1)	(5.1)	(4.1)	(3.2)	(6.7)	(7.1)
Basic skills training	15.2	11.5	25.9	4.8	11.9	21.9	5.6	18.8	20.0	16.6	12.5	11.0
	(2.8)	(3.3)	(5.8)	(4.5)	(3.3)	(5.2)	(3.8)	(5.8)	(4.3)	(3.4)	(6.6)	(7.3)
Career counseling	10.7	7.7	15.1	7.3	7.8	16.6	1.1	13.3	16.3	9.4	15.4	12.6
	(2.5)	(2.8)	(4.8)	(5.5)	(2.7)	(4.7)	(1.7)	(5.1)	(4.0)	(2.7)	(7.3)	(7.9)
Job placement services	8.6	6.0	13.2	6.5	6.9	12.0	1.7	10.4	12.7	7.1	16.1	8.5
	(2.2)	(2.5)	(4.5)	(5.2)	(2.6)	(4.1)	(2.2)	(4.5)	(3.6)	(2.3)	(7.4)	(6.6)
Number of respondents	559	174	130	60	357	202	157	159	243	408	80	69
Percentage received vocational services in the past year from:**												
Secondary school	55.6	51.3	61.2	86.7	57.6	52.6	66.7	46.1	57.2	53.6	71.6	45.4
	(6.4)	(9.3)	(9.9)	(12.5)	(8.3)	(9.9)	(15.8)	(11.4)	(8.1)	(7.4)	(13.9)	(20.9)
Special school	64.9	68.5	56.6	36.2	64.2	65.9	58.3	69.8	64.6	64.9	59.0	71.3
	(5.4)	(8.0)	(9.4)	(16.5)	(6.9)	(8.4)	(13.9)	(9.4)	(6.8)	(6.3)	(13.3)	(14.6)
Postsecondary school	0.3	0.0	0.7	0.6	0.3	0.4	0.3	0.5	0.3	0.5	0.0	0.0
	(0.4)	(0.0)	(1.1)	(1.6)	(0.5)	(0.7)	(0.8)	(1.0)	(0.5)	(0.6)	(0.0)	(0.0)
Family member/friend	6.3	0.0	10.7	3.0	5.9	6.9	20.3	8.0	0.8	8.6	0.0	0.0
	(3.3)	(0.0)	(6.8)	(7.3)	(4.2)	(5.4)	(15.2)	(6.6)	(1.6)	(4.4)	(0.0)	(0.0)
Employer/military	6.9	1.2	15.4	0.0	9.9	2.5	20.3	2.9	4.9	8.7	0.0	4.3
	(3.5)	(2.2)	(7.9)	(0.0)	(5.4)	(3.3)	(15.2)	(4.1)	(3.7)	(4.4)	(0.0)	(8.9)
Vocational Rehabilitation	24.2	32.8	17.0	34.8	25.6	22.2	17.9	22.3	27.7	20.9	33.4	32.7
	(5.6)	(9.1)	(8.1)	(17.5)	(7.4)	(8.5)	(14.0)	(9.5)	(7.3)	(6.2)	(15.0)	(19.7)
Government jobs program	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Hospital/institution	1.4	0.0	1.0	0.0	2.3	0.2	0.0	1.5	1.9	0.0	2.6	3.9
	(1.5)	(0.0)	(2.0)	(0.0)	(2.5)	(0.8)	(0.0)	(2.8)	(2.2)	(0.0)	(4.9)	(5.7)
Other sources	15.3	10.9	21.9	20.3	18.5	10.8	11.4	25.9	11.1	17.3	16.1	10.5
	(4.6)	(6.2)	(8.2)	(16.5)	(6.4)	(6.1)	(10.6)	(10.2)	(5.0)	(6.0)	(11.5)	(9.1)
Number of respondents	191	46	50	15	117	74	30	62	99	142	28	21

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 29B: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage received in the past year:					
Testing/assessment	12.1	12.6	8.4	16.2	12.5
	(4.1)	(3.5)	(3.2)	(5.6)	(5.1)
Job skills training	13.7	13.4	8.3	21.8	16.6
	(4.3)	(3.5)	(3.1)	(6.2)	(5.7)
Basic skills training	13.7	20.2	10.9	32.5	12.6
	(4.2)	(4.1)	(3.5)	(7.0)	(5.1)
Career counseling	10.6	12.3	7.0	17.9	13.2
	(3.8)	(3.4)	(2.9)	(5.8)	(5.2)
Job placement services	10.8	6.9	3.8	15.2	12.8
	(3.8)	(2.6)	(2.2)	(5.4)	(5.1)
Number of respondents	196	294	262	129	161
Percentage received vocational services in the past year from:**					
Secondary school	78.3	11.2	50.9	49.6	63.2
	(7.5)	(5.4)	(11.8)	(10.4)	(10.6)
Special school	33.0	95.8	64.2	67.2	50.7
	(9.0)	(2.6)	(9.4)	(8.6)	(11.6)
Postsecondary school	0.2	0.4	0.0	0.0	1.0
	(0.6)	(0.6)	(0.0)	(0.0)	(1.5)
Family member/friend	7.5	6.0	6.0	0.0	12.0
	(5.5)	(4.1)	(5.7)	(0.0)	(8.1)
Employer/military	9.3	3.6	5.6	4.9	9.0
	(6.1)	(3.2)	(5.5)	(4.7)	(7.2)
Vocational Rehabilitation	24.6	29.5	18.4	15.3	27.8
	(8.4)	(7.6)	(8.9)	(7.6)	(10.6)
Government jobs program	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Hospital/institution	0.0	1.6	0.0	0.0	0.0
	(0.0)	(2.0)	(0.0)	(0.0)	(0.0)
Other sources	22.5	8.6	23.4	18.6	16.0
	(8.5)	(4.5)	(10.1)	(8.4)	(9.2)
Number of respondents	71	107	61	64	62

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 29C: VOCATIONAL SERVICES* RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received in the past year:									
Testing/assessment	6.8	12.2	14.9	7.1	12.6	8.8	8.1	8.8	18.4
	(4.3)	(4.7)	(4.6)	(3.6)	(3.5)	(6.9)	(4.0)	(4.1)	(5.8)
Job skills training	5.6	17.1	20.0	9.4	15.0	11.5	9.8	12.0	20.9
	(3.9)	(5.4)	(5.0)	(4.0)	(3.7)	(7.6)	(4.3)	(4.7)	(6.0)
Basic skills training	7.2	17.2	27.2	8.5	17.1	14.2	11.2	14.7	22.3
	(4.3)	(5.4)	(5.6)	(3.8)	(3.9)	(8.4)	(4.6)	(5.1)	(6.1)
Career counseling	4.1	16.0	14.8	8.6	12.3	6.9	8.7	10.4	15.7
	(3.4)	(5.3)	(4.4)	(3.9)	(3.4)	(6.0)	(4.1)	(4.4)	(5.5)
Job placement services	4.3	11.9	12.5	5.7	9.9	7.6	7.1	7.9	13.5
	(3.4)	(4.7)	(4.1)	(3.2)	(3.1)	(6.4)	(3.7)	(3.9)	(5.0)
Number of respondents	125	154	209	123	374	46	144	181	187
Percentage received vocational services in the past year from:**									
Secondary school	69.1	59.9	43.6	63.5	49.5	---	77.9	54.7	46.4
	(16.1)	(11.2)	(9.2)	(11.6)	(8.2)		(12.1)	(11.8)	(10.6)
Special school	61.7	60.6	58.1	77.1	61.0	---	53.7	64.4	59.0
	(13.7)	(10.8)	(8.5)	(9.5)	(7.2)		(11.5)	(11.3)	(9.8)
Postsecondary school	0.3	0.0	0.5	0.0	0.5	---	0.0	0.6	0.0
	(1.0)	(0.0)	(0.9)	(0.0)	(0.7)		(0.0)	(1.2)	(0.0)
Family member/friend	0.0	2.0	10.8	0.0	8.5	---	0.0	2.1	10.4
	(0.0)	(3.5)	(5.9)	(0.0)	(4.7)		(0.0)	(3.7)	(6.7)
Employer/military	0.8	5.7	11.1	6.6	8.2	---	9.1	3.4	8.3
	(3.4)	(5.7)	(6.0)	(6.8)	(4.6)		(9.0)	(4.7)	(6.1)
Vocational Rehabilitation	33.2	16.5	13.3	33.9	18.8	---	26.8	24.0	14.2
	(16.1)	(8.9)	(6.5)	(12.3)	(6.4)		(12.8)	(10.6)	(7.6)
Government jobs program	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Hospital/institution	0.0	0.0	0.0	1.2	1.7	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(2.6)	(2.1)		(0.0)	(0.0)	(0.0)
Other sources	19.0	16.2	24.4	2.5	18.7	---	5.4	27.3	20.8
	(15.0)	(9.2)	(8.2)	(3.9)	(6.2)		(7.1)	(11.6)	(8.9)
Number of respondents	25	53	94	32	142	12	32	58	88

* Vocational services include vocational education, job skills training, prevocational skills training, career counseling, job placement, or other job-related services.

** Of those that received job training in the past year. See Table 28.

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received counseling/ therapy:												
Never	67.8	66.6	65.6	69.2	66.2	71.1	66.1	64.5	71.5	69.6	67.0	59.3
	(3.7)	(4.9)	(6.5)	(9.8)	(4.9)	(5.6)	(7.9)	(7.2)	(4.9)	(4.2)	(9.3)	(12.3)
For just a few days	2.6	2.8	2.0	3.5	1.9	3.9	2.7	1.5	3.2	1.9	2.5	6.0
	(1.3)	(1.7)	(1.9)	(3.9)	(1.4)	(2.4)	(2.7)	(1.8)	(1.9)	(1.3)	(3.1)	(6.0)
For a few weeks	2.5	2.5	4.6	2.2	2.2	3.2	1.7	2.2	3.4	1.8	4.0	4.6
	(1.3)	(1.6)	(2.9)	(3.1)	(1.5)	(2.2)	(2.2)	(2.2)	(2.0)	(1.2)	(3.9)	(5.3)
For a few months	4.0	3.2	7.1	4.0	4.3	3.4	3.3	5.0	3.8	3.2	2.6	9.4
	(1.6)	(1.8)	(3.5)	(4.2)	(2.1)	(2.2)	(3.0)	(3.3)	(2.1)	(1.6)	(3.2)	(7.3)
For about a year	4.6	5.3	5.8	4.0	4.3	5.1	6.4	5.4	2.6	5.8	1.9	1.5
	(1.7)	(2.3)	(3.2)	(4.2)	(2.1)	(2.7)	(4.1)	(3.4)	(1.7)	(2.2)	(2.7)	(3.0)
For several years or more	18.5	19.5	14.9	17.1	21.2	13.3	19.7	21.4	15.5	17.6	22.0	19.3
	(3.1)	(4.1)	(4.9)	(8.0)	(4.2)	(4.2)	(6.6)	(6.2)	(3.9)	(3.5)	(8.2)	(9.9)
Number of respondents	572	178	132	61	359	213	156	166	250	419	83	70
Percentage received following hours of counseling/therapy in the past year:												
None	88.9	92.1	82.4	90.4	89.2	88.3	90.9	79.5	94.1	89.2	80.1	96.9
	(2.7)	(3.1)	(5.3)	(6.6)	(3.5)	(4.3)	(5.2)	(6.7)	(2.7)	(3.1)	(8.5)	(4.7)
Less than 10 hours	3.1	1.2	5.3	2.7	4.1	1.1	1.3	7.6	1.2	3.7	1.2	1.8
	(1.5)	(1.2)	(3.1)	(3.6)	(2.2)	(1.4)	(2.0)	(4.4)	(1.2)	(1.9)	(2.3)	(3.6)
10 to 40 hours	4.0	1.3	6.2	6.3	4.3	3.3	6.0	4.4	2.0	2.9	11.1	1.3
	(1.7)	(1.3)	(3.4)	(5.4)	(2.3)	(2.4)	(4.3)	(3.4)	(1.6)	(1.7)	(6.7)	(3.1)
41 to 100 hours	2.6	3.7	4.1	0.5	1.7	4.3	1.3	3.9	2.6	2.3	6.2	0.0
	(1.4)	(2.1)	(2.8)	(1.6)	(1.5)	(2.7)	(2.1)	(3.2)	(1.8)	(1.5)	(5.1)	(0.0)
More than 100 hours	1.5	1.7	2.0	0.0	0.8	2.9	0.5	4.6	0.1	1.8	1.5	0.0
	(1.1)	(1.5)	(2.0)	(0.0)	(1.0)	(2.2)	(1.3)	(3.5)	(0.3)	(1.4)	(2.6)	(0.0)
Number of respondents	508	150	128	57	316	192	140	146	222	370	75	63
Average hours of counseling/ therapy provided recipients in the past year	5.1	5.1	9.4	2.7	3.9	10.4	4.1	13.8	2.1	6.5	9.5	0.4
	(2.5)	(2.6)	(5.2)	(2.3)	(2.2)	(5.5)	(3.7)	(7.8)	(1.2)	(3.2)	(5.6)	(0.7)
Number of respondents	508	150	128	57	316	192	140	146	222	370	75	63

Source: Parent interviews

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage received counseling/ therapy:					
Never	65.5	69.3	73.2	52.4	66.4
	(5.9)	(4.8)	(5.1)	(7.5)	(7.1)
For just a few days	2.2	3.9	1.4	9.4	1.0
	(1.8)	(2.0)	(1.3)	(4.4)	(1.5)
For a few weeks	2.4	3.7	2.2	3.6	2.6
	(1.9)	(2.0)	(1.7)	(2.8)	(2.4)
For a few months	6.0	2.4	2.7	7.0	4.4
	(3.0)	(1.6)	(1.9)	(3.8)	(3.1)
For about a year	5.3	4.6	1.5	3.6	9.6
	(2.8)	(2.2)	(1.4)	(2.8)	(4.5)
For several years or more	18.4	16.0	19.0	23.9	15.9
	(4.8)	(3.8)	(4.5)	(6.4)	(5.5)
Number of respondents	200	303	264	131	170
Percentage received following hours of counseling/therapy in the past year:					
None	86.2	89.4	88.5	83.4	91.4
	(4.6)	(3.3)	(3.9)	(6.2)	(4.6)
Less than 10 hours	4.8	1.5	2.0	9.4	1.8
	(2.8)	(1.3)	(1.7)	(4.9)	(2.2)
10 to 40 hours	4.3	4.8	4.3	5.2	3.2
	(2.7)	(2.3)	(2.5)	(3.7)	(2.9)
41 to 100 hours	3.6	1.4	4.0	1.1	1.3
	(2.5)	(1.3)	(2.4)	(1.7)	(1.8)
More than 100 hours	1.0	2.8	1.2	0.9	2.3
	(1.3)	(1.8)	(1.3)	(1.6)	(2.5)
Number of respondents	177	285	242	109	151
Average hours of counseling/ therapy provided recipients in the past year	5.9	8.3	6.2	3.5	7.3
	(3.5)	(3.9)	(3.0)	(2.2)	(6.3)
Number of respondents	177	285	242	109	151

Source: Parent interviews.

Table 30C: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/therapy:									
Never	65.3	63.2	77.0	69.2	70.5	51.9	55.8	70.5	74.4
	(8.0)	(7.0)	(5.3)	(6.4)	(4.8)	(12.0)	(7.3)	(6.6)	(6.5)
For just a few days	2.1	2.3	2.6	3.4	2.2	3.2	2.2	2.6	3.8
	(2.4)	(2.2)	(2.0)	(2.5)	(1.5)	(4.2)	(2.1)	(2.3)	(2.8)
For a few weeks	0.7	4.9	3.3	0.4	3.3	0.0	2.2	2.6	3.7
	(1.4)	(3.1)	(2.3)	(0.9)	(1.9)	(0.0)	(2.2)	(2.3)	(2.8)
For a few months	9.1	1.2	2.5	5.6	2.6	8.5	6.5	4.0	1.3
	(4.8)	(1.6)	(2.0)	(3.2)	(1.7)	(6.7)	(3.6)	(2.9)	(1.7)
For about a year	3.2	8.2	1.8	2.9	5.0	4.5	3.2	7.3	3.2
	(3.0)	(4.0)	(1.7)	(2.3)	(2.3)	(5.0)	(2.6)	(3.8)	(2.6)
For several years or more	19.6	20.2	12.8	18.4	16.3	31.9	30.0	13.0	13.6
	(6.7)	(5.8)	(4.2)	(5.4)	(3.9)	(11.2)	(6.7)	(4.9)	(5.1)
Number of respondents	127	157	218	127	382	46	147	184	194
Percentage received following hours of counseling/therapy in the past year:									
None	90.8	82.9	92.0	91.0	87.8	91.0	84.3	89.8	91.0
	(5.7)	(5.8)	(3.5)	(4.4)	(3.7)	(7.9)	(6.2)	(4.8)	(4.4)
Less than 10 hours	3.9	3.8	2.5	2.9	2.2	7.2	4.0	1.9	4.5
	(3.8)	(3.0)	(2.0)	(2.6)	(1.7)	(7.1)	(3.3)	(2.2)	(3.2)
10 to 40 hours	2.8	6.6	3.4	2.6	4.9	1.8	6.6	5.1	1.1
	(3.2)	(3.9)	(2.4)	(2.5)	(2.4)	(3.6)	(4.3)	(3.5)	(1.6)
41 to 100 hours	1.6	3.1	1.6	1.1	3.5	0.0	3.6	0.8	2.2
	(2.5)	(2.7)	(1.6)	(1.6)	(2.1)	(0.0)	(3.2)	(1.4)	(2.2)
More than 100 hours	0.8	3.6	0.5	2.4	1.6	0.0	1.4	2.2	1.2
	(1.8)	(2.9)	(0.9)	(2.4)	(1.4)	(0.0)	(2.0)	(2.3)	(1.7)
Number of respondents	104	140	208	107	348	37	118	165	185
Average hours of counseling/therapy provided recipients in the past year	3.8	12.5	2.3	6.5	7.1	1.2	8.1	6.2	4.8
	(4.4)	(6.8)	(1.4)	(5.2)	(3.4)	(1.4)	(4.7)	(4.7)	(4.8)
Number of respondents	104	140	208	107	348	37	118	165	185

Source: Parent interviews.

Table 30A: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received counseling/ therapy in the past year from:*												
Secondary school	48.6	54.8	39.3	---	52.1	40.9	63.1	45.4	30.4	50.1	---	---
	(8.9)	(11.2)	(14.6)		(11.2)	(14.3)	(15.8)	(14.2)	(14.6)	(9.9)		
Special school	56.0	60.5	52.1	---	55.3	57.3	57.0	52.9	59.9	60.4	---	---
	(8.0)	(10.9)	(14.1)		(9.9)	(13.3)	(17.1)	(12.1)	(12.9)	(9.0)		
Postsecondary school	0.1	0.0	0.3	---	0.0	0.2	0.0	0.0	0.2	0.0	---	---
	(0.2)	(0.0)	(0.7)		(0.0)	(0.6)	(0.0)	(0.0)	(0.5)	(0.0)		
Family member/friend	8.1	4.0	3.5	---	3.9	15.9	6.6	13.6	0.4	11.5	---	---
	(5.4)	(5.3)	(6.2)		(4.9)	(11.6)	(10.1)	(10.6)	(2.2)	(7.2)		
Private therapist	13.2	17.0	14.3	---	10.9	17.6	13.1	17.0	7.0	17.7	---	---
	(6.8)	(10.2)	(11.8)		(7.9)	(12.1)	(13.7)	(11.7)	(8.4)	(8.6)		
Vocational Rehabilitation	1.6	0.0	5.4	---	0.0	4.4	0.0	0.0	5.9	0.0	---	---
	(2.5)	(0.0)	(7.6)		(0.0)	(6.5)	(0.0)	(0.0)	(7.7)	(0.0)		
Hospital/institution	14.6	17.8	17.9	---	17.7	9.7	10.3	10.6	24.6	7.3	---	---
	(6.1)	(9.7)	(10.7)		(8.5)	(8.0)	(10.8)	(8.9)	(11.2)	(5.9)		
Other source	4.6	3.4	5.0	---	4.5	4.8	2.0	9.3	3.5	4.7	---	---
	(1.6)	(1.9)	(2.8)		(2.1)	(2.6)	(2.2)	(4.3)	(1.9)	(1.9)		
Number of respondents	91	26	21	8	58	33	26	38	27	69	14	8

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30B: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage received counseling/ therapy in the past year from:*					
Secondary school	67.2 (10.6)	16.9 (10.0)	45.1 (15.4)	26.5 (14.4)	59.6 (15.1)
Special school	11.7 (9.0)	89.3 (5.8)	43.5 (14.2)	56.4 (14.0)	57.0 (15.6)
Postsecondary school	0.2 (0.5)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.3 (0.8)
Family member/friend	4.2 (5.6)	17.1 (10.3)	6.6 (8.0)	0.0 (0.0)	19.3 (13.7)
Private therapist	12.2 (9.2)	18.0 (10.5)	4.1 (6.4)	10.7 (10.7)	31.9 (16.2)
Vocational Rehabilitation	3.1 (4.8)	0.0 (0.0)	3.4 (5.8)	0.0 (0.0)	0.0 (0.0)
Hospital/institution	9.7 (8.0)	16.6 (8.8)	0.6 (2.4)	7.3 (9.0)	14.7 (12.3)
Other source	5.3 (2.8)	4.5 (2.1)	3.6 (2.1)	11.4 (4.8)	4.0 (3.0)
Number of respondents	39	43	33	25	32

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 30C: PERSONAL COUNSELING/THERAPY RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received counseling/therapy in the past year from:*									
Secondary school	47.0 (19.0)	52.7 (15.7)	44.8 (17.1)	33.0 (15.3)	42.3 (11.5)	---	60.0 (15.6)	35.6 (15.8)	50.7 (19.1)
Special school	54.7 (17.1)	40.3 (14.8)	58.2 (15.2)	72.1 (13.4)	51.1 (10.7)	---	35.4 (15.0)	61.8 (15.6)	48.7 (16.9)
Postsecondary school	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.1 (0.4)	---	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)
Family member/friend	0.0 (0.0)	12.7 (10.8)	4.1 (7.6)	0.6 (2.8)	11.3 (7.8)	---	2.1 (5.2)	7.4 (9.1)	14.8 (14.6)
Private therapist	5.6 (9.5)	18.2 (12.5)	15.3 (13.9)	9.2 (10.3)	16.3 (9.1)	---	2.6 (5.7)	23.4 (14.8)	22.4 (17.2)
Vocational Rehabilitation	0.0 (0.0)	0.0 (0.0)	10.1 (11.7)	0.0 (0.0)	2.2 (3.6)	---	0.0 (0.0)	0.0 (0.0)	8.4 (11.4)
Hospital/institution	7.3 (10.9)	3.9 (6.3)	10.5 (11.8)	18.7 (12.2)	14.6 (7.6)	---	2.1 (5.2)	2.9 (5.9)	19.7 (16.4)
Other source	5.1 (3.9)	4.9 (3.2)	2.7 (2.0)	2.7 (2.2)	4.6 (2.1)	---	6.6 (3.8)	3.1 (2.5)	3.1 (2.6)
Number of respondents	21	31	23	19	67	4	24	32	25

* Of those that received personal counseling/therapy in the past year. See Table 28.

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received OT/life skills training:												
Never	33.0	35.9	34.2	37.2	36.4	26.4	35.3	35.7	29.3	30.9	33.7	42.7
	(3.8)	(5.1)	(6.5)	(10.3)	(5.0)	(5.5)	(8.1)	(7.3)	(4.9)	(4.3)	(9.5)	(12.2)
For fewer than 12 months	6.4	10.0	4.4	5.8	4.2	10.7	8.1	6.6	4.9	8.1	1.7	3.1
	(2.0)	(3.2)	(2.8)	(5.0)	(2.1)	(3.8)	(4.6)	(3.8)	(2.3)	(2.6)	(2.6)	(4.3)
12 to 24 months	10.0	12.3	5.0	13.7	9.0	12.1	11.5	8.3	10.1	9.5	18.5	3.4
	(2.4)	(3.5)	(3.0)	(7.3)	(3.0)	(4.1)	(5.4)	(4.2)	(3.3)	(2.7)	(7.8)	(4.5)
25 to 48 months	11.4	13.3	14.0	6.0	11.1	12.1	7.4	11.5	14.5	10.9	13.4	12.0
	(2.6)	(3.6)	(4.8)	(5.1)	(3.3)	(4.0)	(4.4)	(4.8)	(3.8)	(2.9)	(6.9)	(8.0)
More than 48 months	39.2	28.5	42.4	37.3	39.4	38.7	37.6	38.0	41.2	40.6	32.8	38.8
	(3.9)	(4.8)	(6.8)	(10.4)	(5.1)	(6.0)	(8.2)	(7.4)	(5.3)	(4.6)	(9.4)	(12.1)
Number of respondents	565	172	132	60	352	213	152	163	250	412	82	71
Percentage received following hours of OT/life skills training in the past year:												
None	58.0	68.8	54.5	54.3	61.4	50.4	54.7	59.6	59.5	53.7	58.9	76.0
	(4.5)	(5.4)	(7.2)	(11.2)	(5.6)	(7.2)	(9.2)	(8.5)	(5.8)	(5.3)	(10.6)	(11.2)
40 hours or fewer	6.3	6.5	8.5	7.3	6.9	5.0	8.1	1.2	8.5	6.3	12.3	0.0
	(2.2)	(2.9)	(4.0)	(5.8)	(2.9)	(3.1)	(5.0)	(1.9)	(3.3)	(2.6)	(7.1)	(0.0)
41 to 100 hours	6.4	3.6	7.2	10.1	5.5	8.2	8.9	4.1	5.9	7.6	6.9	0.6
	(2.2)	(2.2)	(3.8)	(6.8)	(2.6)	(3.9)	(5.3)	(3.4)	(2.8)	(2.8)	(5.4)	(2.0)
101 to 240 hours	13.8	13.3	10.2	12.3	12.8	16.1	8.2	21.5	13.0	15.1	4.5	18.0
	(3.1)	(4.0)	(4.4)	(7.4)	(3.8)	(5.3)	(5.0)	(7.1)	(4.0)	(3.8)	(4.5)	(10.1)
241 to 480 hours	7.9	4.2	10.9	7.2	7.5	9.0	12.3	4.8	6.6	9.0	8.1	3.1
	(2.4)	(2.4)	(4.5)	(5.8)	(3.0)	(4.1)	(6.1)	(3.7)	(2.9)	(3.0)	(5.9)	(4.6)
More than 480 hours	7.6	3.7	8.6	8.8	5.9	11.4	7.8	8.8	6.6	8.4	9.4	2.3
	(2.4)	(2.2)	(4.0)	(6.4)	(2.7)	(4.5)	(5.0)	(4.9)	(3.0)	(3.0)	(6.3)	(3.9)
Number of respondents	472	142	117	56	304	168	131	138	203	340	68	64

Source: Parent interviews.

Table 318: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage received OT/life skills training:					
Never	34.7	30.4	23.1	30.2	47.9
	(6.0)	(4.8)	(4.9)	(7.0)	(7.6)
For fewer than 12 months	6.7	4.4	6.6	9.3	4.5
	(3.1)	(2.1)	(2.9)	(4.4)	(3.1)
12 to 24 months	11.9	8.1	4.9	12.5	16.5
	(4.1)	(2.8)	(2.5)	(5.1)	(5.6)
25 to 48 months	11.2	14.3	8.8	15.3	13.8
	(4.0)	(3.6)	(3.3)	(5.5)	(5.2)
More than 48 months	35.5	42.7	56.6	32.6	17.4
	(6.0)	(5.1)	(5.7)	(7.2)	(5.7)
Number of respondents	198	299	261	129	168
Percentage received following hours of OT/life skills training in the past year:					
None	61.1	52.5	44.5	59.4	74.8
	(6.7)	(5.5)	(6.5)	(8.2)	(7.2)
40 hours or fewer	6.5	8.2	9.4	4.2	3.3
	(3.4)	(3.0)	(3.8)	(3.3)	(3.0)
41 to 100 hours	6.6	6.1	8.2	12.8	1.2
	(3.4)	(2.7)	(3.6)	(5.6)	(1.8)
101 to 240 hours	11.0	12.9	15.9	14.9	10.8
	(4.3)	(3.7)	(4.8)	(6.0)	(5.2)
241 to 480 hours	8.1	9.2	10.4	2.2	6.7
	(3.7)	(3.2)	(4.0)	(2.4)	(4.2)
More than 480 hours	6.7	11.1	11.5	6.6	3.2
	(3.4)	(3.5)	(4.2)	(4.1)	(2.9)
Number of respondents	168	262	212	106	149

Source: Parent interviews

Table 31C: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received OT/life skills training:									
Never	46.9	27.6	19.5	38.7	27.1	58.1	43.5	28.1	30.3
	(8.5)	(6.6)	(5.0)	(6.8)	(4.6)	(12.8)	(7.5)	(6.5)	(6.8)
For fewer than 12 months	4.2	9.8	5.9	4.2	5.9	8.2	4.6	10.9	3.4
	(3.4)	(4.4)	(2.9)	(2.8)	(2.5)	(7.1)	(3.2)	(4.5)	(2.7)
12 to 24 months	13.5	9.4	9.4	15.8	8.0	10.7	8.9	14.4	5.7
	(5.8)	(4.3)	(3.6)	(5.1)	(2.8)	(8.0)	(4.3)	(5.1)	(3.5)
25 to 48 months	6.8	15.9	10.8	11.5	12.9	2.2	11.4	9.4	13.6
	(4.3)	(5.4)	(3.9)	(4.5)	(3.5)	(3.8)	(4.8)	(4.2)	(5.1)
More than 48 months	28.6	37.4	54.4	29.8	46.1	20.9	31.6	37.1	47.0
	(7.7)	(7.1)	(6.2)	(6.4)	(5.2)	(10.5)	(7.0)	(7.0)	(7.4)
Number of respondents	127	153	220	125	382	42	140	189	192
Percentage received following hours of OT/life skills training in the past year:									
None	80.7	49.6	37.2	76.4	46.8	93.6	75.8	55.6	42.6
	(8.0)	(7.9)	(6.3)	(6.9)	(5.7)	(7.2)	(7.2)	(8.0)	(7.9)
40 hours or fewer	1.7	10.4	8.1	4.6	8.0	0.0	9.3	3.1	8.7
	(2.7)	(4.8)	(3.5)	(3.4)	(3.1)	(0.0)	(4.9)	(2.8)	(4.5)
41 to 100 hours	1.3	8.6	11.3	2.6	8.4	1.3	1.5	10.4	7.5
	(2.3)	(4.5)	(4.1)	(2.6)	(3.2)	(3.3)	(2.0)	(4.9)	(4.2)
101 to 240 hours	12.7	12.7	20.2	8.2	16.3	4.9	7.5	16.6	18.4
	(6.8)	(5.3)	(5.2)	(4.5)	(4.2)	(6.4)	(4.4)	(6.0)	(6.2)
241 to 480 hours	0.6	8.8	16.1	4.6	10.4	0.0	4.3	8.2	11.5
	(1.6)	(4.5)	(4.8)	(3.4)	(3.5)	(0.0)	(3.4)	(4.4)	(5.1)
More than 480 hours	2.9	9.9	7.1	3.6	10.2	0.2	1.6	6.1	11.2
	(3.4)	(4.8)	(3.3)	(3.0)	(3.5)	(1.2)	(2.1)	(3.8)	(5.0)
Number of respondents	100	132	199	100	324	34	118	162	167

Source: Parent interviews.

Table 31A: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of OT/life skills training provided recipients in the past year	129	74.7	146	132	105	183	147	132	112	143	137	57.1
	(23.3)	(23.2)	(43.1)	(53.0)	(24.9)	(47.2)	(55.1)	(40.0)	(29.3)	(28.4)	(64.4)	(36.6)
Number of respondents	472	142	117	56	304	168	131	138	203	340	68	64
Percentage received OT/life skills training in the past year from:*												
Secondary school	18.1	18.5	17.9	25.1	19.5	15.7	19.3	19.8	15.5	17.8	23.2	7.3
	(3.5)	(4.7)	(5.6)	(10.6)	(4.8)	(4.9)	(7.2)	(6.6)	(4.7)	(3.8)	(9.9)	(11.4)
Special school	33.8	27.9	22.5	26.4	28.6	42.7	31.1	25.8	41.2	37.9	17.3	30.6
	(4.3)	(5.7)	(6.2)	(13.4)	(5.3)	(6.9)	(8.9)	(7.3)	(6.1)	(4.9)	(8.0)	(20.2)
Postsecondary school	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.2
	(0.1)	(0.0)	(0.0)	(0.0)	(0.0)	(0.4)	(0.0)	(0.0)	(0.3)	(0.0)	(0.0)	(0.8)
Private therapist	2.9	0.0	10.8	0.0	1.2	5.5	5.1	3.4	1.0	3.3	2.8	0.0
	(1.8)	(0.0)	(5.6)	(0.0)	(1.6)	(3.6)	(4.8)	(3.7)	(1.4)	(2.1)	(4.9)	(0.0)
Vocational Rehabilitation	0.8	1.0	2.0	0.0	0.0	1.9	0.0	0.9	1.2	0.3	3.6	0.0
	(0.9)	(1.6)	(2.5)	(0.0)	(0.0)	(2.1)	(0.0)	(2.0)	(1.6)	(0.7)	(5.6)	(0.0)
Hospital/institution	9.9	6.1	9.8	0.0	11.0	8.4	9.0	9.3	11.1	0.8	9.5	43.4
	(3.1)	(3.7)	(4.9)	(0.0)	(4.3)	(4.2)	(6.0)	(5.7)	(4.3)	(1.0)	(8.0)	(14.1)
Other source	18.0	15.4	16.7	13.1	17.5	18.6	17.9	12.0	21.8	12.5	26.5	31.4
	(3.9)	(5.5)	(6.1)	(11.3)	(5.2)	(5.9)	(8.0)	(6.4)	(5.6)	(3.9)	(12.1)	(13.2)
Number of respondents	311	79	75	23	178	133	88	87	136	253	37	21

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews.

Table 318: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Average hours of OT/life skills training provided recipients in the past year	113	173	181	95.2	75.3
	(31.3)	(37.3)	(39.7)	(37.3)	(32.5)
Number of respondents	168	262	212	106	149
Percentage received OT/life skills training in the past year from:*					
Secondary school	22.6	10.3	23.6	19.8	13.1
	(5.2)	(3.9)	(5.8)	(6.9)	(6.3)
Special school	17.7	37.4	38.2	32.5	38.4
	(7.2)	(4.9)	(6.3)	(8.3)	(10.8)
Postsecondary school	0.0	0.1	0.0	0.0	0.1
	(0.0)	(0.3)	(0.0)	(0.0)	(0.5)
Private therapist	5.3	0.0	4.1	0.0	0.0
	(4.4)	(0.0)	(2.8)	(0.0)	(0.0)
Vocational Rehabilitation	1.7	0.0	1.2	0.0	0.0
	(2.6)	(0.0)	(1.6)	(0.0)	(0.0)
Hospital/institution	1.2	7.6	0.5	0.0	0.0
	(2.0)	(3.3)	(1.0)	(0.0)	(0.0)
Other source	14.9	15.4	18.8	30.2	16.9
	(6.8)	(4.5)	(5.6)	(8.8)	(9.7)
Number of respondents	81	191	168	80	58

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews

Table 31C: OCCUPATIONAL THERAPY/LIFE SKILLS TRAINING RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of OT/life skills training provided recipients in the past year	53.3	141	170	66.8	168	10.6	42.5	127	171
	(31.2)	(41.6)	(32.3)	(30.5)	(33.2)	(18.4)	(19.6)	(38.6)	(42.5)
Number of respondents	100	132	199	100	324	34	118	162	167
Percentage received OT/life skills training in the past year from:*									
Secondary school	20.4	18.9	23.3	13.4	21.7	---	20.3	23.0	17.4
	(9.0)	(6.8)	(5.9)	(6.2)	(4.9)		(7.7)	(7.2)	(6.3)
Special school	39.2	35.6	35.2	40.1	36.2	---	35.3	40.2	31.3
	(11.1)	(8.8)	(6.8)	(8.7)	(5.7)		(9.6)	(8.9)	(7.9)
Postsecondary school	0.1	0.0	0.0	0.2	0.0	---	0.0	0.1	0.0
	(0.6)	(0.0)	(0.0)	(0.6)	(0.0)		(0.0)	(0.4)	(0.0)
Private therapist	0.0	0.0	9.0	0.0	3.8	---	0.0	3.2	5.6
	(0.0)	(0.0)	(4.4)	(0.0)	(2.5)		(0.0)	(3.5)	(4.2)
Vocational Rehabilitation	0.0	0.8	1.5	1.8	0.6	---	1.2	0.0	1.5
	(0.0)	(1.8)	(1.9)	(2.9)	(1.0)		(2.6)	(0.0)	(2.3)
Hospital/institution	0.0	0.1	0.7	10.4	10.3	---	0.0	0.1	0.7
	(0.0)	(0.8)	(1.3)	(6.0)	(3.8)		(0.0)	(0.7)	(1.6)
Other source	8.2	17.0	14.4	12.3	19.5	---	9.6	13.0	18.7
	(7.3)	(7.8)	(5.4)	(6.5)	(4.9)		(7.1)	(6.7)	(7.2)
Number of respondents	51	76	147	52	241	13	55	100	126

* Of those that received occupational therapy/life skills training in the past year. See Table 28.

Source: Parent interviews

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage used a tutor/reader/ interpreter:												
Never	70.9	67.0	74.3	72.5	70.8	71.2	75.0	70.3	68.1	70.0	70.1	76.5
	(3.7)	(5.0)	(6.0)	(9.5)	(4.7)	(5.7)	(7.2)	(7.0)	(5.0)	(4.3)	(9.1)	(10.4)
For just a few days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
For a few weeks	2.0	1.9	2.8	2.4	1.7	2.6	0.4	1.9	3.3	1.2	6.9	0.5
	(1.1)	(1.5)	(2.3)	(3.3)	(1.3)	(2.0)	(1.0)	(2.1)	(1.9)	(1.0)	(5.1)	(1.8)
For a few months	2.8	1.1	4.9	1.0	2.6	3.2	0.9	4.2	3.3	3.0	1.4	3.5
	(1.3)	(1.1)	(2.9)	(2.1)	(1.6)	(2.2)	(1.5)	(3.1)	(1.9)	(1.6)	(2.4)	(4.5)
For about a year	4.5	6.9	2.1	4.9	4.8	3.8	6.2	2.3	4.7	4.6	5.4	3.0
	(1.7)	(2.7)	(1.9)	(4.6)	(2.2)	(2.4)	(4.0)	(2.3)	(2.3)	(2.0)	(4.5)	(4.2)
For several years or more	19.8	23.1	16.0	19.1	20.1	19.3	17.6	21.3	20.5	21.3	16.1	16.5
	(3.2)	(4.5)	(5.0)	(8.4)	(4.1)	(5.0)	(6.3)	(6.3)	(4.4)	(3.8)	(7.3)	(9.1)
Number of respondents	562	174	133	61	355	207	156	162	244	411	81	70
Percentage used following hours of a tutor/reader/interpreter in the past year:												
None	84.2	82.2	86.6	81.4	84.6	83.4	84.7	85.4	83.0	82.2	88.1	89.2
	(3.2)	(4.4)	(4.8)	(8.7)	(4.1)	(4.9)	(6.3)	(6.1)	(4.3)	(3.9)	(6.9)	(7.9)
Fewer than 40 hours	0.7	1.3	0.6	0.3	0.7	0.7	0.5	0.6	0.9	0.7	0.4	1.0
	(0.7)	(1.3)	(1.0)	(1.3)	(0.9)	(1.1)	(1.3)	(1.4)	(1.1)	(0.9)	(1.3)	(2.5)
40 to 100 hours	1.1	1.3	1.8	0.6	1.0	1.2	1.4	1.3	0.7	0.9	1.9	1.0
	(0.9)	(1.3)	(1.8)	(1.7)	(1.1)	(1.4)	(2.0)	(2.0)	(0.9)	(1.0)	(2.9)	(2.5)
101 to 240 hours	4.2	4.7	3.0	5.2	5.6	1.6	2.6	5.7	4.5	4.4	5.2	2.4
	(1.8)	(2.4)	(2.4)	(5.0)	(2.6)	(1.6)	(2.8)	(4.0)	(2.4)	(2.1)	(4.7)	(3.9)
241 to 480 hours	4.5	2.2	3.5	7.3	4.0	5.4	6.2	3.9	3.4	5.1	0.2	6.1
	(1.8)	(1.7)	(2.6)	(5.8)	(2.2)	(3.0)	(4.2)	(3.3)	(2.1)	(2.2)	(0.9)	(6.1)
More than 480 hours	5.4	8.2	4.5	5.2	4.1	7.7	4.6	3.2	7.5	6.8	4.2	0.2
	(2.0)	(3.2)	(2.9)	(5.0)	(2.3)	(3.5)	(3.7)	(3.0)	(3.0)	(2.6)	(4.3)	(1.2)
Number of respondents	504	148	128	57	312	192	145	139	220	364	73	67

Source: Parent interviews

Table 328: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage used a tutor/reader/ interpreter:					
Never	73.8	67.5	74.5	58.0	72.6
	(5.6)	(4.8)	(5.1)	(7.5)	(6.8)
For just a few days	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
For a few weeks	2.4	2.3	0.0	3.8	3.9
	(1.9)	(1.6)	(0.2)	(2.9)	(3.0)
For a few months	1.8	4.7	1.8	5.2	2.7
	(1.7)	(2.2)	(1.5)	(3.4)	(2.5)
For about a year	4.7	5.4	3.0	4.0	5.9
	(2.7)	(2.3)	(2.0)	(3.0)	(3.6)
For several years or more	17.2	20.1	20.8	28.9	14.8
	(4.8)	(4.1)	(4.7)	(6.9)	(5.4)
Number of respondents	197	297	259	128	168
Percentage used following hours of a tutor/reader/interpreter in the past year:					
None	85.2	84.0	83.9	80.8	85.8
	(4.7)	(4.0)	(4.6)	(6.6)	(5.6)
Fewer than 40 hours	1.1	0.3	0.4	2.6	0.2
	(1.4)	(0.6)	(0.7)	(2.7)	(0.7)
40 to 100 hours	0.9	1.8	0.3	0.1	2.5
	(1.2)	(1.4)	(0.7)	(0.6)	(2.5)
101 to 240 hours	2.3	3.9	5.6	2.1	3.4
	(2.0)	(2.1)	(2.9)	(2.4)	(2.9)
241 to 480 hours	4.7	4.5	3.7	3.2	6.1
	(2.8)	(2.2)	(2.4)	(3.0)	(3.8)
More than 480 hours	5.9	5.6	6.1	11.1	2.0
	(3.1)	(2.5)	(3.0)	(5.3)	(2.2)
Number of respondents	178	279	232	111	156

Source: Parent interviews.

Table 32C: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	$12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage used a tutor/reader/interpreter:									
Never	69.4	76.4	68.5	59.0	73.5	77.7	68.2	72.1	72.4
	(8.0)	(6.2)	(5.8)	(6.8)	(4.7)	(10.2)	(7.0)	(6.5)	(6.7)
For just a few days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
For a few weeks	2.0	3.5	1.2	4.7	1.6	0.0	3.0	1.5	2.2
	(2.4)	(2.7)	(1.3)	(2.9)	(1.3)	(0.0)	(2.6)	(1.8)	(2.2)
For a few months	0.1	3.2	3.3	3.4	2.8	1.4	1.5	2.5	3.2
	(0.6)	(2.6)	(2.2)	(2.5)	(1.7)	(2.8)	(1.8)	(2.3)	(2.6)
For about a year	6.5	2.6	4.5	11.2	2.9	0.9	2.9	6.7	2.8
	(4.3)	(2.3)	(2.6)	(4.4)	(1.8)	(2.4)	(2.5)	(3.6)	(2.5)
For several years or more	22.0	14.3	22.6	21.8	19.2	20.0	24.3	17.2	19.4
	(7.2)	(5.1)	(5.2)	(5.7)	(4.1)	(9.8)	(6.5)	(5.4)	(5.9)
Number of respondents	122	154	219	126	374	45	140	186	191
Percentage used following hours of a tutor/reader/interpreter in the past year:									
None	82.6	88.2	80.2	85.9	83.7	84.5	78.7	86.2	85.6
	(7.6)	(5.0)	(5.1)	(5.4)	(4.1)	(10.2)	(6.8)	(5.4)	(5.5)
Fewer than 40 hours	0.0	1.1	1.1	0.2	1.0	0.0	0.2	0.9	0.9
	(0.0)	(1.6)	(1.4)	(0.6)	(1.1)	(0.0)	(0.8)	(1.5)	(1.5)
40 to 100 hours	0.7	0.7	1.3	1.4	1.2	0.0	1.3	1.2	0.7
	(1.7)	(1.3)	(1.5)	(1.8)	(1.2)	(0.0)	(1.9)	(1.7)	(1.3)
101 to 240 hours	3.7	2.8	7.5	6.1	4.5	0.0	4.1	3.9	6.1
	(3.8)	(2.6)	(3.4)	(3.7)	(2.3)	(0.0)	(3.3)	(3.0)	(3.8)
241 to 480 hours	6.4	2.8	3.0	3.0	3.4	14.3	9.6	0.8	2.4
	(4.9)	(2.6)	(2.2)	(2.6)	(2.0)	(9.9)	(4.9)	(1.4)	(2.4)
More than 480 hours	6.5	4.4	6.8	3.4	6.2	1.2	6.2	7.0	4.3
	(5.0)	(3.2)	(3.2)	(2.8)	(2.7)	(3.1)	(4.0)	(4.0)	(3.2)
Number of respondents	100	141	208	107	348	36	120	168	177

Source: Parent interviews

Table 32A: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours provided to recipients of a tutor/reader/ interpreter in the past year	114	167	57.9	115	93.4	153	101	63.7	160	147	49.5	31.1
	(42.7)	(79.9)	(28.4)	(70.7)	(51.3)	(74.1)	(74.5)	(48.3)	(74.3)	(58.6)	(39.1)	(26.0)
Number of respondents	504	148	128	57	312	192	145	139	220	364	73	67
Percentage whose tutor/reader/ interpreter in the past year was:*												
Staff from secondary school	32.7	36.2	33.0	---	39.1	17.7	43.8*	43.7	14.2	34.5	46.0	---
	(7.9)	(10.2)	(13.8)		(10.3)	(10.5)	(17.3)	(14.5)	(8.3)	(8.7)	(23.4)	
Staff from a special school	44.0	46.8	34.0	---	42.9	46.4	38.3	39.1	51.3	48.4	40.8	---
	(8.5)	(10.6)	(15.0)		(10.7)	(14.2)	(18.1)	(14.9)	(11.8)	(9.5)	(23.1)	
From a postsecondary school	0.1	0.5	0.0	---	0.0	0.4	0.0	0.0	0.3	0.0	0.0	---
	(0.3)	(0.7)	(0.0)		(0.0)	(0.7)	(0.0)	(0.0)	(0.6)	(0.0)	(0.0)	
A family member/friend	42.6	42.5	45.2	---	38.2	52.9	39.1	38.5	48.3	49.5	8.6	---
	(8.6)	(10.7)	(15.8)		(10.5)	(14.4)	(18.1)	(14.9)	(12.1)	(9.6)	(13.2)	
Another student	5.5	3.0	12.4	---	7.6	0.3	0.0	9.4	6.5	4.8	0.9	---
	(3.9)	(3.7)	(10.4)		(5.8)	(1.7)	(0.0)	(8.9)	(5.9)	(4.1)	(4.4)	
A private tutor/aide	0.6	2.0	0.0	---	0.0	2.1	2.1	0.0	0.0	0.0	5.7	---
	(1.4)	(3.0)	(0.0)		(0.0)	(4.1)	(5.4)	(0.0)	(0.0)	(0.0)	(10.9)	
From Vocational Rehabilitation	0.0	0.0	0.0	---	0.0	0.0	0.0	0.0	0.0	0.0	0.0	---
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	
From another source	3.3	2.4	3.5	---	3.3	3.2	0.7	1.5	6.5	2.4	3.2	---
	(1.4)	(1.6)	(2.3)		(1.8)	(2.1)	(1.4)	(1.8)	(2.6)	(1.4)	(3.4)	
Number of respondents	119	41	24	11	79	40	31	39	49	95	15	9

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 328: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Average hours provided to recipients of a tutor/reader/ interpreter in the past year	118	131	124	179	74.7
	(68.6)	(59.7)	(61.0)	(114)	(62.2)
Number of respondents	178	279	232	111	156
Percentage whose tutor/reader/ interpreter in the past year was:*					
Staff from secondary school	50.4	16.6	11.1	40.1	57.3
	(12.5)	(8.1)	(7.8)	(14.9)	(15.6)
Staff from a special school	21.6	66.9	59.1	36.3	18.4
	(11.0)	(10.4)	(12.5)	(14.7)	(12.9)
From a postsecondary school	0.0	0.4	0.3	0.0	0.0
	(0.0)	(0.6)	(0.6)	(0.0)	(0.0)
A family member/friend	39.5	40.0	55.0	26.4	33.0
	(13.1)	(11.0)	(12.7)	(13.6)	(15.6)
Another student	5.9	3.5	3.3	7.9	7.5
	(6.3)	(4.1)	(4.6)	(8.3)	(8.7)
A private tutor/aide	1.4	0.0	0.0	0.0	2.3
	(3.1)	(0.0)	(0.0)	(0.0)	(5.0)
From Vocational Rehabilitation	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
From another source	2.3	3.7	3.5	5.1	1.3
	(1.8)	(1.9)	(2.1)	(3.3)	(1.7)
Number of respondents	43	63	53	31	35

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 32C: USE OF TUTORS, READERS, AND INTERPRETERS BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours provided to recipients of a tutor/reader/interpreter in the past year	185	95.3	95.1	111	117	97.5	159	144	60.9
	(133)	(79.2)	(39.6)	(92.3)	(54.4)	(83.6)	(88.1)	(101)	(34.4)
Number of respondents	100	141	208	107	348	36	120	168	177
Percentage whose tutor/reader/interpreter in the past year was:*									
Staff from secondary school	41.5	29.8	31.1	22.1	26.1	---	41.3	35.2	20.2
	(17.2)	(14.2)	(12.2)	(11.8)	(9.7)		(16.0)	(13.6)	(12.5)
Staff from a special school	51.8	41.5	35.1	68.6	41.4	---	46.5	54.7	32.3
	(18.0)	(15.8)	(12.9)	(13.7)	(11.0)		(16.2)	(14.8)	(14.9)
From a postsecondary school	0.0	0.4	0.0	0.0	0.2	---	0.0	0.4	0.0
	(0.0)	(1.0)	(0.0)	(0.0)	(0.4)		(0.0)	(0.9)	(0.0)
A family member/friend	39.4	37.0	51.1	18.9	55.5	---	25.6	53.6	52.1
	(17.6)	(15.5)	(13.5)	(11.5)	(11.2)		(14.4)	(14.9)	(15.9)
Another student	0.0	12.5	8.8	5.9	6.8	---	0.5	2.7	17.2
	(0.0)	(10.6)	(7.7)	(6.9)	(5.7)		(2.2)	(4.9)	(12.0)
A private tutor/aide	0.0	0.0	2.2	0.0	0.0	---	0.0	0.0	2.5
	(0.0)	(0.0)	(3.9)	(0.0)	(0.0)		(0.0)	(0.0)	(5.0)
From Vocational Rehabilitation	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
From another source	0.3	2.3	5.2	2.6	3.6	---	1.8	3.1	2.0
	(0.9)	(2.2)	(2.8)	(2.2)	(1.9)		(2.0)	(2.5)	(2.1)
Number of respondents	28	32	47	28	79	7	29	44	42

* Of those that had a tutor, reader, or interpreter in the past year. See Table 28.

Source: Parent interviews.

Table 33A: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received speech/ language therapy:												
Never	20.7	30.8	21.3	9.9	21.4	19.2	11.9	22.6	26.0	18.0	24.0	30.8
	(3.2)	(4.8)	(5.6)	(6.5)	(4.2)	(4.9)	(5.4)	(6.3)	(4.7)	(3.5)	(8.5)	(11.4)
For just a few days	0.5	1.0	0.7	0.0	0.5	0.4	0.6	0.4	0.5	0.7	0.1	0.0
	(0.6)	(1.0)	(1.1)	(0.0)	(0.8)	(0.8)	(1.3)	(1.0)	(0.7)	(0.8)	(0.6)	(0.0)
For a few weeks	1.0	0.6	1.0	1.6	0.9	1.1	0.9	2.4	0.0	0.8	2.7	0.0
	(0.8)	(0.8)	(1.3)	(2.7)	(1.0)	(1.3)	(1.6)	(2.3)	(0.0)	(0.8)	(3.2)	(0.0)
For a few months	5.1	2.8	6.7	8.4	4.0	7.2	6.0	1.9	6.7	3.5	12.8	4.9
	(1.8)	(1.7)	(3.4)	(6.0)	(2.0)	(3.2)	(3.9)	(2.0)	(2.7)	(1.7)	(6.7)	(5.4)
For about a year	4.7	6.2	5.1	4.7	3.7	6.7	6.3	6.2	2.4	5.4	4.7	1.1
	(1.7)	(2.5)	(3.0)	(4.6)	(1.9)	(3.1)	(4.0)	(3.6)	(1.7)	(2.1)	(4.2)	(2.6)
For several years or more	68.1	58.6	65.1	75.4	69.4	65.4	74.4	66.5	64.3	71.6	55.7	63.2
	(3.7)	(5.1)	(6.5)	(9.3)	(4.7)	(5.9)	(7.3)	(7.1)	(5.1)	(4.2)	(9.9)	(12.0)
Number of respondents	574	180	131	60	362	212	156	168	250	421	83	70
Percentage received following hours of speech/language therapy in the past year:												
None	47.4	59.2	49.4	32.4	46.6	49.1	32.0	42.1	63.8	39.9	54.4	78.2
	(4.3)	(5.7)	(7.2)	(11.1)	(5.6)	(6.7)	(8.2)	(8.3)	(5.7)	(5.1)	(11.0)	(9.6)
Fewer than 40 hours	14.8	10.9	16.7	20.3	16.4	11.6	15.4	19.9	10.2	17.5	14.2	1.8
	(3.1)	(3.6)	(5.4)	(9.5)	(4.2)	(4.3)	(6.3)	(6.7)	(3.6)	(3.9)	(7.7)	(3.1)
40 to 100 hours	14.2	13.1	8.8	16.5	14.6	13.4	12.3	18.4	12.4	18.1	3.5	5.2
	(3.0)	(3.9)	(4.1)	(8.8)	(4.0)	(4.6)	(5.8)	(6.5)	(3.9)	(4.0)	(4.0)	(5.1)
101 to 240 hours	18.5	14.8	16.3	26.2	18.2	19.0	33.1	16.7	8.3	19.0	20.7	13.5
	(3.4)	(4.1)	(5.4)	(10.4)	(4.3)	(5.3)	(8.2)	(6.3)	(3.3)	(4.1)	(8.9)	(7.9)
More than 240 hours	5.1	2.0	8.7	4.6	4.2	6.9	7.2	2.9	5.2	5.4	7.2	1.4
	(1.9)	(1.6)	(4.1)	(5.0)	(2.3)	(3.4)	(4.5)	(2.8)	(2.6)	(2.4)	(5.7)	(2.7)
Number of respondents	490	147	120	54	309	181	137	142	211	357	68	65

Source: Parent Interviews

Table 33B: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage received speech/ language therapy:					
Never	16.1	23.8	17.1	18.0	26.5
	(4.6)	(4.4)	(4.3)	(5.7)	(6.7)
For just a few days	0.3	1.1	0.6	0.1	0.5
	(0.6)	(1.1)	(0.9)	(0.5)	(1.1)
For a few weeks	1.6	0.1	1.1	0.0	1.3
	(1.6)	(0.3)	(1.2)	(0.0)	(1.7)
For a few months	6.5	3.3	4.9	5.3	4.9
	(3.1)	(1.8)	(2.5)	(3.4)	(3.3)
For about a year	6.4	3.9	2.8	6.5	6.8
	(3.1)	(2.0)	(1.9)	(3.7)	(3.8)
For several years or more	69.0	67.8	73.5	70.1	60.1
	(5.8)	(4.8)	(5.0)	(6.8)	(7.5)
Number of respondents	198	306	266	133	167
Percentage received following hours of speech/language therapy in the past year:					
None	44.0	52.0	38.7	55.8	54.5
	(6.7)	(5.6)	(6.3)	(8.2)	(8.0)
Fewer than 40 hours	15.7	16.6	12.5	20.3	14.7
	(4.9)	(4.1)	(4.3)	(6.6)	(5.7)
40 to 100 hours	14.5	12.0	15.2	16.4	12.2
	(4.8)	(3.6)	(4.6)	(6.1)	(5.2)
101 to 240 hours	20.7	14.3	24.6	7.3	16.1
	(5.5)	(3.9)	(5.6)	(4.3)	(5.9)
More than 240 hours	5.1	5.2	9.0	0.1	2.5
	(3.0)	(2.5)	(3.7)	(0.6)	(2.5)
Number of respondents	173	271	221	115	148

Source: Parent interviews.

Table 33C: SPEECH/LANGUAGE THERAPY RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received speech/language therapy:									
Never	21.6	20.4	9.6	25.0	16.2	37.6	25.5	18.5	11.3
	(6.9)	(5.8)	(3.7)	(5.9)	(3.9)	(11.5)	(6.4)	(5.6)	(4.7)
For just a few days	0.0	0.4	0.8	2.4	0.0	0.0	0.4	0.0	0.8
	(0.0)	(0.9)	(1.1)	(2.1)	(0.2)	(0.0)	(1.0)	(0.0)	(1.3)
For a few weeks	0.7	0.8	0.5	0.9	0.6	3.1	1.5	1.2	0.4
	(1.3)	(1.3)	(0.9)	(1.3)	(0.8)	(4.1)	(1.8)	(1.6)	(1.0)
For a few months	3.9	8.4	2.3	9.2	4.8	0.0	8.3	6.3	0.5
	(3.3)	(4.0)	(1.9)	(4.0)	(2.2)	(0.0)	(4.0)	(3.5)	(1.1)
For about a year	5.3	4.9	4.1	7.2	4.3	0.0	2.8	4.7	7.0
	(3.8)	(3.1)	(2.5)	(3.5)	(2.1)	(0.0)	(2.4)	(3.1)	(3.8)
For several years or more	68.5	65.2	82.7	55.3	74.0	59.4	61.4	69.2	79.9
	(7.8)	(6.9)	(4.7)	(6.8)	(4.6)	(11.7)	(7.1)	(6.6)	(6.0)
Number of respondents	129	158	219	129	382	47	148	189	192
Percentage received following hours of speech/language therapy in the past year:									
None	47.2	53.7	36.0	61.2	42.2	55.4	56.3	44.7	41.9
	(9.8)	(8.1)	(6.3)	(7.6)	(5.4)	(14.2)	(8.4)	(7.7)	(7.8)
Fewer than 40 hours	13.5	13.7	18.2	10.8	14.0	23.9	10.1	14.2	19.8
	(6.7)	(5.6)	(5.1)	(4.8)	(3.8)	(12.1)	(5.1)	(5.4)	(6.3)
40 to 100 hours	12.6	11.1	20.6	13.6	17.0	1.8	8.4	16.5	17.1
	(6.5)	(5.1)	(5.3)	(5.3)	(4.1)	(3.7)	(4.7)	(5.7)	(5.9)
101 to 240 hours	21.3	16.0	19.6	12.4	20.0	17.3	16.3	20.5	17.6
	(8.0)	(5.9)	(5.2)	(5.1)	(4.4)	(10.8)	(6.2)	(6.2)	(6.0)
More than 240 hours	5.4	5.5	5.5	2.0	6.7	1.7	8.9	4.2	3.6
	(4.4)	(3.7)	(3.0)	(2.2)	(2.8)	(3.7)	(4.8)	(3.1)	(2.9)
Number of respondents	100	130	203	102	341	35	115	161	176

Source: Parent interviews.

Table 33A: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of speech/language therapy provided recipients in the past year	68.4	44.5	82.9	87.2	66.0	72.9	102	62.5	46.5	78.7	60.4	24.6
	(10.2)	(9.5)	(21.6)	(26.7)	(12.0)	(18.5)	(25.5)	(15.3)	(12.7)	(12.6)	(25.7)	(13.6)
Number of respondents	490	147	120	54	309	181	137	142	211	357	68	65
Percentage received speech/language therapy in the past year from:*												
Secondary school	67.5	62.1	65.8	83.4	66.9	68.6	77.3	70.7	52.1	67.3	71.7	---
	(5.0)	(6.8)	(7.8)	(9.9)	(6.4)	(7.9)	(8.2)	(9.0)	(7.9)	(5.4)	(12.8)	
Special school	47.6	57.0	52.7	26.6	46.5	49.7	38.7	45.0	60.6	49.8	53.3	---
	(5.2)	(7.0)	(8.1)	(12.8)	(6.6)	(8.3)	(9.6)	(9.6)	(7.4)	(5.7)	(12.7)	
Postsecondary school	0.1	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.2	0.0	0.0	---
	(0.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.8)	(0.0)	(0.0)	(0.7)	(0.0)	(0.0)	
Family member/friend	6.7	3.6	7.9	11.7	6.0	8.3	10.4	2.2	6.0	4.9	22.6	---
	(2.9)	(2.8)	(5.0)	(9.3)	(3.5)	(5.0)	(6.3)	(3.2)	(4.0)	(2.7)	(13.1)	
Private therapist	3.4	4.2	5.9	0.0	0.4	9.7	4.7	1.6	3.4	4.0	1.7	---
	(2.1)	(3.0)	(4.3)	(0.0)	(1.0)	(5.4)	(4.4)	(2.7)	(3.1)	(2.4)	(4.0)	
Vocational Rehabilitation	0.3	0.0	0.0	0.0	0.5	0.0	0.0	0.0	1.1	0.4	0.0	---
	(0.7)	(0.0)	(0.0)	(0.0)	(1.0)	(0.0)	(0.0)	(0.0)	(1.8)	(0.8)	(0.0)	
Hospital/institution	7.7	2.2	10.5	3.3	5.2	12.6	8.2	3.1	11.0	1.3	9.2	---
	(2.9)	(2.2)	(5.2)	(5.1)	(3.1)	(5.7)	(5.4)	(3.6)	(4.9)	(1.4)	(8.1)	
Other agency	5.2	3.1	8.4	1.7	4.8	6.1	2.7	1.3	11.8	2.9	10.2	---
	(2.4)	(2.6)	(4.7)	(3.7)	(2.9)	(4.1)	(3.2)	(2.4)	(5.0)	(2.1)	(8.5)	
Number of respondents	277	84	71	32	177	100	99	77	101	229	34	14

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 33B: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Average hours of speech/language therapy provided recipients in the past year	76.7	59.6	97.0	30.2	50.1
	(16.7)	(13.0)	(18.7)	(8.0)	(13.4)
Number of respondents	173	271	221	115	148
Percentage received speech/language therapy in the past year from:*					
Secondary school	90.4	24.4	56.4	54.3	88.4
	(4.5)	(6.2)	(7.2)	(10.9)	(7.1)
Special school	18.8	88.9	54.9	48.5	20.6
	(7.0)	(3.9)	(7.1)	(10.9)	(9.8)
Postsecondary school	0.0	0.2	0.0	0.0	0.2
	(0.0)	(0.6)	(0.0)	(0.0)	(1.1)
Family member/friend	8.9	5.8	11.4	0.4	0.8
	(5.3)	(3.4)	(4.7)	(1.4)	(2.2)
Private therapist	3.1	5.7	3.0	3.5	4.2
	(3.2)	(3.4)	(2.6)	(4.2)	(5.0)
Vocational Rehabilitation	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Hospital/institution	3.2	7.3	1.9	0.0	0.0
	(3.2)	(3.6)	(2.0)	(0.0)	(0.0)
Other agency	1.5	6.5	6.6	13.0	1.3
	(2.2)	(3.4)	(3.7)	(7.8)	(2.8)
Number of respondents	91	151	156	55	63

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 33C: SPEECH LANGUAGE THERAPY RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of speech/language therapy provided recipients in the past year	84.1	57.6	78.1	38.4	79.5	55.6	79.1	69.1	65.9
	(25.6)	(17.3)	(16.6)	(11.7)	(14.3)	(28.6)	(23.4)	(17.5)	(18.6)
Number of respondents	100	130	203	102	341	35	115	161	176
Percentage received speech/language therapy in the past year from:*									
Secondary school	76.1	77.4	49.7	55.9	67.1	81.4	71.2	61.3	73.1
	(10.1)	(8.6)	(8.2)	(9.5)	(6.6)	(14.3)	(9.6)	(9.4)	(8.8)
Special school	30.0	40.7	57.1	55.8	46.6	27.2	37.4	47.8	45.4
	(11.2)	(10.3)	(8.0)	(9.3)	(6.8)	(16.8)	(10.5)	(9.9)	(9.7)
Postsecondary school	0.2	0.0	0.0	0.4	0.0	0.0	0.0	0.2	0.0
	(1.1)	(0.0)	(0.0)	(1.2)	(0.0)	(0.0)	(0.0)	(0.8)	(0.0)
Family member/friend	1.0	13.6	7.9	3.6	8.9	0.0	12.4	2.1	9.3
	(2.5)	(7.5)	(4.6)	(3.7)	(4.2)	(0.0)	(7.5)	(2.9)	(6.0)
Private therapist	1.4	3.7	5.7	1.9	3.5	0.0	0.0	0.0	9.4
	(2.9)	(4.1)	(3.9)	(2.8)	(2.7)	(0.0)	(0.0)	(0.0)	(6.0)
Vocational Rehabilitation	0.0	0.0	0.0	2.2	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(2.9)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Hospital/institution	3.2	0.0	0.0	12.5	5.5	2.4	3.9	0.0	0.0
	(4.4)	(0.0)	(0.0)	(6.2)	(3.2)	(5.9)	(4.4)	(0.0)	(0.0)
Other agency	2.5	3.7	9.0	6.1	3.9	6.2	4.3	7.2	3.2
	(3.9)	(4.1)	(4.8)	(4.5)	(2.7)	(9.3)	(4.6)	(5.2)	(3.7)
Number of respondents	57	69	120	60	190	17	61	96	99

* Of those that received speech/language therapy in the past year. See Table 28.

Source: Parent interviews

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received help with physical needs:												
Never	43.1	50.1	34.3	42.4	48.2	33.0	43.8	48.0	39.3	43.2	45.7	39.7
	(3.9)	(5.2)	(6.5)	(10.7)	(5.1)	(5.8)	(8.3)	(7.6)	(5.2)	(4.6)	(9.8)	(11.9)
For just a few days	1.0	1.8	0.0	1.9	1.5	0.1	0.0	0.4	2.2	0.7	0.1	3.3
	(0.8)	(1.4)	(0.0)	(3.0)	(1.2)	(0.3)	(0.0)	(1.0)	(1.5)	(0.8)	(0.8)	(4.3)
For a few weeks	1.7	0.6	2.0	1.7	0.9	3.3	1.7	1.8	1.7	2.4	0.0	0.0
	(1.0)	(0.8)	(1.9)	(2.8)	(1.0)	(2.2)	(2.1)	(2.0)	(1.4)	(1.4)	(0.0)	(0.0)
For a few months	1.9	3.5	2.6	0.5	2.3	1.2	2.9	2.5	0.8	2.3	0.8	1.4
	(1.1)	(1.9)	(2.2)	(1.5)	(1.5)	(1.3)	(2.8)	(2.4)	(1.0)	(1.4)	(1.7)	(2.9)
For about a year	2.5	3.9	1.8	0.0	2.2	3.0	0.4	1.5	4.7	1.0	6.2	6.0
	(1.2)	(2.0)	(1.8)	(0.0)	(1.5)	(2.1)	(1.0)	(1.8)	(2.2)	(0.9)	(4.7)	(5.8)
For several years or more	49.8	40.1	59.4	53.6	44.9	59.4	51.2	45.9	51.4	50.4	47.2	49.6
	(4.0)	(5.1)	(6.8)	(10.8)	(5.1)	(6.1)	(8.4)	(7.5)	(5.3)	(4.6)	(9.8)	(12.2)
Number of respondents	575	180	131	59	362	213	154	167	254	419	84	72
Percentage received following hours of help with physical needs in the past year:												
None	67.1	74.5	63.4	59.5	71.9	57.4	69.4	64.6	67.3	63.7	61.8	88.0
	(4.1)	(4.8)	(7.0)	(11.4)	(5.0)	(6.6)	(8.3)	(7.9)	(5.3)	(4.9)	(10.0)	(8.3)
Fewer than 40 hours	5.0	4.5	5.7	3.0	3.4	8.2	3.0	2.9	8.1	6.3	4.0	0.0
	(1.9)	(2.3)	(3.4)	(4.0)	(2.0)	(3.7)	(3.1)	(2.7)	(3.1)	(2.5)	(4.0)	(0.0)
40 to 100 hours	4.0	2.7	6.1	1.7	3.5	4.9	3.5	2.6	5.4	3.9	7.7	0.9
	(1.7)	(1.8)	(3.5)	(3.0)	(2.0)	(2.9)	(3.3)	(2.6)	(2.6)	(2.0)	(5.5)	(2.4)
101 to 240 hours	9.4	11.1	9.6	10.3	11.2	5.7	8.7	16.9	4.5	12.5	0.7	4.0
	(2.5)	(3.5)	(4.3)	(7.1)	(3.5)	(3.1)	(5.1)	(6.2)	(2.3)	(3.4)	(1.7)	(5.0)
241 to 480 hours	5.6	2.0	8.0	9.8	3.1	10.7	9.4	0.9	6.1	6.1	6.6	2.2
	(2.0)	(1.5)	(3.9)	(6.9)	(1.9)	(4.1)	(5.3)	(1.5)	(2.7)	(2.4)	(5.1)	(3.7)
More than 480 hours	8.9	5.2	7.2	15.7	6.9	13.0	6.0	12.3	8.7	7.6	19.3	4.9
	(2.5)	(2.5)	(3.8)	(8.5)	(2.8)	(4.5)	(4.3)	(5.4)	(3.2)	(2.7)	(8.1)	(5.5)
Number of respondents	504	159	118	54	319	185	136	146	222	363	73	68

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 348: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage received help with physical needs:					
Never	42.4	47.4	20.8	52.7	70.3
	(6.2)	(5.1)	(4.6)	(7.5)	(6.9)
For just a few days	1.2	0.1	0.9	3.7	0.0
	(1.3)	(0.3)	(1.1)	(2.8)	(0.0)
For a few weeks	1.6	2.1	0.2	4.7	2.5
	(1.6)	(1.5)	(0.5)	(3.2)	(2.4)
For a few months	2.9	0.9	1.3	2.0	2.9
	(2.1)	(1.0)	(1.3)	(2.1)	(2.5)
For about a year	2.5	2.0	2.7	3.1	1.9
	(1.9)	(1.4)	(1.8)	(2.6)	(2.1)
For several years or more	49.4	47.5	74.0	33.8	22.5
	(6.2)	(5.1)	(5.0)	(7.1)	(6.3)
Number of respondents	200	305	269	132	168
Percentage received following hours of help with physical needs in the past year:					
None	70.5	62.3	45.3	75.4	90.9
	(6.0)	(5.3)	(6.3)	(6.9)	(4.6)
Fewer than 40 hours	3.5	7.6	6.0	5.4	3.5
	(2.4)	(2.9)	(3.0)	(3.6)	(3.0)
40 to 100 hours	3.2	6.2	5.3	3.1	2.9
	(2.3)	(2.6)	(2.8)	(2.8)	(2.7)
101 to 240 hours	8.6	13.0	14.1	13.1	2.1
	(3.7)	(3.7)	(4.4)	(5.4)	(2.3)
241 to 480 hours	5.9	2.8	11.2	0.2	0.0
	(3.1)	(1.8)	(4.0)	(0.6)	(0.0)
More than 480 hours	8.2	8.1	18.1	2.8	0.5
	(3.6)	(3.0)	(4.9)	(2.7)	(1.2)
Number of respondents	182	275	223	119	156

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34C: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received help with physical needs:									
Never	55.6	41.0	31.5	50.6	36.4	64.8	52.9	45.6	28.4
	(8.4)	(7.1)	(5.8)	(6.9)	(5.0)	(11.5)	(7.3)	(7.2)	(6.7)
For just a few days	1.3	0.1	0.5	0.0	0.9	3.2	1.4	0.1	2.2
	(1.9)	(0.4)	(0.9)	(0.0)	(1.0)	(4.3)	(1.7)	(0.4)	(2.2)
For a few weeks	0.0	4.4	0.8	0.0	1.6	4.6	0.7	1.2	4.1
	(0.0)	(3.0)	(1.1)	(0.0)	(1.3)	(5.1)	(1.2)	(1.6)	(2.9)
For a few months	0.6	2.3	3.1	4.3	0.7	3.7	1.7	2.1	2.3
	(1.3)	(2.1)	(2.2)	(2.8)	(0.9)	(4.6)	(1.9)	(2.1)	(2.2)
For about a year	1.6	4.3	2.0	2.4	2.3	4.1	1.8	2.3	3.7
	(2.1)	(2.9)	(1.7)	(2.1)	(1.6)	(4.8)	(1.9)	(2.1)	(2.8)
For several years or more	40.8	48.0	62.2	42.7	58.2	19.6	41.6	48.8	59.4
	(8.3)	(7.2)	(6.1)	(6.8)	(5.2)	(9.6)	(7.2)	(7.2)	(7.3)
Number of respondents	128	157	220	129	383	46	148	188	194
Percentage received following hours of help with physical needs in the past year:									
None	80.0	63.2	59.2	66.8	62.6	92.8	78.9	67.0	58.8
	(8.0)	(7.3)	(6.4)	(7.4)	(5.3)	(6.9)	(6.6)	(7.3)	(7.7)
Fewer than 40 hours	1.0	6.7	6.7	2.8	6.6	0.0	3.5	2.7	8.2
	(2.0)	(3.8)	(3.2)	(2.6)	(2.7)	(0.0)	(3.0)	(2.5)	(4.3)
40 to 100 hours	0.6	4.8	5.9	3.2	4.1	1.6	0.3	3.9	7.1
	(1.6)	(3.2)	(3.0)	(2.8)	(2.2)	(3.4)	(0.9)	(3.0)	(4.0)
101 to 240 hours	11.2	6.6	12.5	17.4	9.1	1.1	5.5	14.1	8.9
	(6.3)	(3.8)	(4.3)	(6.0)	(3.2)	(2.9)	(3.7)	(5.4)	(4.4)
241 to 480 hours	0.6	6.8	10.2	3.8	7.2	0.0	3.0	6.4	6.8
	(1.6)	(3.8)	(3.9)	(3.0)	(2.8)	(0.0)	(2.8)	(3.8)	(3.9)
More than 480 hours	6.6	11.9	5.4	6.0	10.3	4.4	8.8	6.0	10.1
	(5.0)	(4.9)	(2.9)	(3.7)	(3.4)	(5.5)	(4.6)	(3.7)	(4.7)
Number of respondents	101	142	206	106	344	39	122	169	177

* Help with physical needs includes physical therapy, mobility training, and other such assistance.

Source: Parent interviews.

Table 34A: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average hours of help with physical needs provided recipients in the past year	222	98.4	201	372	202	265	126	382	180	211	408	92.6
	(61.6)	(37.5)	(99.7)	(194)	(79.4)	(95.9)	(86.2)	(166)	(63.7)	(72.5)	(193)	(91.6)
Number of respondents	504	159	118	54	319	185	136	146	222	363	73	68
Percentage received help with physical needs in the past year from:**												
Secondary school	29.8	21.9	27.3	53.6	33.2	25.3	28.1	39.9	23.4	30.4	38.5	0.0
	(5.7)	(7.4)	(9.1)	(17.9)	(7.9)	(7.8)	(11.1)	(11.8)	(7.1)	(6.3)	(15.4)	(0.0)
Special school	48.2	47.2	52.1	25.1	45.2	52.2	52.9	41.0	50.0	57.2	16.2	25.8
	(6.2)	(8.9)	(10.2)	(15.6)	(8.3)	(9.0)	(12.3)	(11.8)	(8.4)	(6.8)	(11.7)	(21.4)
Postsecondary school	0.1	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.2	0.0	0.0	1.4
	(0.4)	(0.0)	(0.0)	(0.0)	(0.0)	(0.8)	(0.0)	(0.0)	(0.8)	(0.0)	(0.0)	(5.8)
Family member/friend	31.8	23.2	30.2	53.1	29.1	35.4	40.4	30.0	26.1	29.3	48.4	16.7
	(5.8)	(7.5)	(9.3)	(17.9)	(7.6)	(8.6)	(12.1)	(11.0)	(7.3)	(6.2)	(15.8)	(18.2)
Private therapist	11.7	8.0	17.6	7.9	7.2	17.8	11.0	14.8	9.9	11.4	16.8	1.0
	(4.0)	(4.8)	(7.8)	(9.7)	(4.3)	(6.9)	(7.7)	(8.5)	(5.0)	(4.4)	(11.8)	(4.9)
Vocational Rehabilitation	1.7	4.6	0.0	0.0	2.3	0.8	2.4	1.2	1.4	2.2	0.0	0.0
	(1.6)	(3.7)	(0.0)	(0.0)	(2.5)	(1.6)	(3.8)	(2.6)	(2.0)	(2.0)	(0.0)	(0.0)
Hospital/institution	12.8	7.6	9.6	4.3	10.5	15.8	16.9	10.3	11.1	1.6	5.4	56.3
	(3.9)	(4.6)	(5.4)	(7.1)	(4.8)	(6.1)	(8.7)	(7.0)	(4.8)	(1.7)	(6.4)	(15.2)
Other source	13.5	12.2	14.1	14.6	11.7	15.9	11.7	11.6	16.2	11.7	21.0	13.1
	(3.9)	(5.6)	(6.4)	(12.4)	(5.0)	(6.2)	(7.5)	(7.4)	(5.7)	(4.4)	(11.6)	(10.3)
Number of respondents	237	61	58	21	134	103	70	63	104	187	33	17

* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 348: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Average hours of help with physical needs provided recipients in the past year	182	236	457	53.4	9.5
	(79.2)	(92.3)	(127)	(28.5)	(7.8)
Number of respondents	182	275	223	119	156
Percentage received help with physical needs in the past year from:**					
Secondary school	60.1	1.9	31.7	37.3	7.2
	(11.6)	(2.0)	(6.7)	(12.2)	(10.6)
Special school	23.0	74.1	47.1	39.6	79.1
	(10.0)	(6.4)	(7.2)	(12.3)	(16.7)
Postsecondary school	0.0	0.2	0.0	0.0	1.1
	(0.0)	(0.7)	(0.0)	(0.0)	(4.2)
Family member/friend	43.0	17.3	37.5	17.0	4.6
	(11.7)	(5.5)	(7.0)	(9.4)	(8.6)
Private therapist	15.0	8.0	12.4	5.4	9.8
	(8.4)	(3.9)	(4.8)	(5.7)	(12.2)
Vocational Rehabilitation	0.8	2.0	0.4	6.6	0.0
	(2.1)	(2.0)	(1.0)	(6.2)	(0.0)
Hospital/institution	5.7	6.1	0.7	5.7	0.0
	(5.3)	(3.3)	(1.2)	(5.9)	(0.0)
Other source	8.8	17.2	19.0	3.7	2.8
	(6.5)	(5.2)	(5.7)	(4.7)	(6.8)
Number of respondents	55	152	164	47	23

* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 34C: HELP WITH PHYSICAL NEEDS* RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average hours of help with physical needs provided recipients in the past year	127	336	141	136	277	57.8	202	148	271
	(87.5)	(140)	(47.5)	(61.5)	(91.7)	(67.4)	(108)	(78.4)	(117)
Number of respondents	101	142	206	106	344	39	122	169	177
Percentage received help with physical needs in the past year from:**									
Secondary school	34.7	37.4	28.2	13.3	35.6	---	46.5	25.9	30.8
	(15.1)	(11.0)	(8.0)	(7.3)	(7.4)		(13.8)	(9.8)	(9.5)
Special school	47.5	49.6	49.7	56.9	44.7	---	35.0	58.8	49.2
	(15.9)	(11.4)	(8.9)	(10.6)	(7.7)		(13.2)	(11.0)	(10.3)
Postsecondary school	0.4	0.0	0.0	0.4	0.0	---	0.0	0.3	0.0
	(2.1)	(0.0)	(0.0)	(1.4)	(0.0)		(0.0)	(1.1)	(0.0)
Family member/friend	26.9	54.9	22.2	24.3	35.4	---	44.7	29.7	35.8
	(14.1)	(11.4)	(7.4)	(9.2)	(7.4)		(13.8)	(10.2)	(9.9)
Private therapist	2.3	14.3	18.3	6.4	14.2	---	7.6	13.5	13.7
	(4.8)	(8.0)	(6.9)	(5.2)	(5.4)		(7.4)	(7.6)	(7.1)
Vocational Rehabilitation	0.0	1.0	2.6	4.1	1.1	---	1.6	0.0	2.4
	(0.0)	(2.3)	(2.8)	(4.2)	(1.6)		(3.5)	(0.0)	(3.1)
Hospital/institution	3.1	0.0	0.2	7.9	12.1	---	1.0	1.5	1.4
	(5.5)	(0.0)	(0.7)	(5.3)	(4.7)		(2.8)	(2.7)	(2.4)
Other source	2.6	7.3	16.2	12.9	14.5	---	5.0	11.1	9.1
	(5.0)	(5.9)	(6.5)	(6.6)	(5.1)		(6.1)	(7.0)	(5.9)
Number of respondents	36	63	109	53	171	8	41	78	100

* Help with physical needs includes physical therapy, mobility training, and other such assistance.
** Of those that received help with physical needs in the past year. See Table 28.

Source: Parent interviews.

Table 35A: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage received transportation help in the past year from:*												
Secondary school	48.7	46.8	44.1	72.1	51.0	44.8	56.3	61.4	35.4	52.6	53.9	0.0
	(5.2)	(6.6)	(8.7)	(13.2)	(6.9)	(7.8)	(10.4)	(9.9)	(6.7)	(5.8)	(13.4)	(0.0)
Special school	33.6	35.3	39.1	10.0	33.4	33.9	33.5	20.1	42.5	35.1	25.1	34.8
	(4.9)	(6.4)	(8.5)	(8.8)	(6.5)	(7.4)	(9.9)	(8.2)	(7.0)	(5.6)	(11.6)	(18.5)
Vocational Rehabilitation	1.3	1.0	2.3	1.2	1.5	1.0	0.7	0.0	2.5	0.8	4.3	0.7
	(1.2)	(1.3)	(2.6)	(3.2)	(1.7)	(1.5)	(1.7)	(0.0)	(2.2)	(1.0)	(5.5)	(3.2)
Hospital/institution	7.6	4.0	6.1	0.0	6.5	9.4	13.0	6.5	4.6	0.4	5.2	40.6
	(2.6)	(2.6)	(3.9)	(0.0)	(3.2)	(4.3)	(6.7)	(4.8)	(2.8)	(0.7)	(5.5)	(13.3)
Other source	23.8	26.5	20.1	27.7	23.1	24.9	14.5	26.0	28.7	22.3	28.7	25.9
	(4.2)	(5.8)	(6.4)	(13.0)	(5.5)	(6.4)	(7.0)	(8.6)	(6.0)	(4.9)	(11.2)	(11.9)
Number of respondents	332	109	79	31	196	136	97	88	147	259	46	27
Percentage with transportation help including:												
Rides on special vehicles	51.2	55.7	47.1	51.0	49.0	55.6	46.7	49.5	55.8	54.9	51.2	32.2
	(3.9)	(5.1)	(6.7)	(10.5)	(5.1)	(6.1)	(8.2)	(7.4)	(5.3)	(4.5)	(10.0)	(11.0)
Help getting into vehicles	7.6	4.0	11.6	3.3	5.8	11.0	7.6	4.9	9.4	6.6	15.8	3.5
	(2.1)	(2.0)	(4.3)	(3.8)	(2.4)	(3.9)	(4.4)	(3.2)	(3.1)	(2.3)	(7.3)	(4.3)
Help walking to school/work	3.6	2.2	4.9	1.0	4.1	2.7	1.7	3.9	4.9	3.3	8.5	0.2
	(1.5)	(1.5)	(2.9)	(2.1)	(2.0)	(2.0)	(2.1)	(2.9)	(2.3)	(1.6)	(5.6)	(1.1)
Owning adapted vehicle	1.7	0.2	0.2	6.3	2.2	0.5	0.7	4.9	0.1	2.3	0.3	0.0
	(1.0)	(0.4)	(0.5)	(5.1)	(1.5)	(0.9)	(1.4)	(3.2)	(0.4)	(1.3)	(1.2)	(0.0)
Aide to push wheelchair	9.9	9.5	8.4	12.7	11.6	6.6	10.2	10.3	9.4	9.4	17.2	4.5
	(2.3)	(3.0)	(3.7)	(7.0)	(3.2)	(3.1)	(5.0)	(4.5)	(3.1)	(2.6)	(7.5)	(4.9)
Rides to places could not otherwise go	12.6	8.9	8.4	23.8	13.9	10.3	8.6	16.0	13.4	11.6	16.8	13.4
	(2.6)	(2.9)	(3.7)	(9.0)	(3.5)	(3.7)	(4.6)	(5.4)	(3.6)	(2.9)	(7.5)	(8.0)
Other	4.9	6.4	1.8	5.6	5.2	4.3	4.8	4.1	5.7	5.8	4.1	1.2
	(1.7)	(2.5)	(1.8)	(4.8)	(2.3)	(2.5)	(3.5)	(2.9)	(2.5)	(2.1)	(4.0)	(2.6)
Number of respondents	584	183	135	61	366	218	158	169	257	428	83	73

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35B: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage received transportation help in the past year from:*					
Secondary school	76.7	15.5	45.5	42.9	66.9
	(7.1)	(4.9)	(6.7)	(9.7)	(11.9)
Special school	8.7	65.3	36.6	32.7	23.9
	(4.8)	(6.4)	(6.5)	(9.2)	(10.8)
Vocational Rehabilitation	1.6	1.5	0.6	2.9	1.8
	(2.1)	(1.6)	(1.1)	(3.3)	(3.4)
Hospital/institution	0.7	4.6	0.5	0.0	0.7
	(1.4)	(2.7)	(0.9)	(0.0)	(2.1)
Other source	19.1	27.9	32.3	27.7	7.4
	(6.5)	(5.8)	(6.3)	(8.7)	(6.6)
Number of respondents	108	177	188	78	61
Percentage with transportation help including:					
Rides on special vehicles	47.0	56.6	64.9	52.6	29.2
	(6.1)	(5.1)	(5.4)	(7.4)	(6.9)
Help getting into vehicles	5.7	8.1	11.5	4.9	2.9
	(2.9)	(2.8)	(3.6)	(3.2)	(2.5)
Help walking to school/work	2.7	5.8	3.9	5.9	1.8
	(2.0)	(2.4)	(2.2)	(3.5)	(2.0)
Owning adapted vehicle	2.7	0.7	0.5	0.1	4.1
	(2.0)	(0.9)	(0.8)	(0.5)	(3.0)
Aide to push wheelchair	7.9	10.6	15.9	1.0	4.1
	(3.3)	(3.1)	(4.1)	(1.4)	(3.0)
Rides to places could not otherwise go	13.8	12.4	17.7	8.2	5.7
	(4.2)	(3.4)	(4.3)	(4.1)	(3.5)
Other	4.8	2.8	3.7	7.9	5.5
	(2.6)	(1.7)	(2.1)	(4.0)	(3.4)
Number of respondents	204	308	272	135	170

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 35C: TRANSPORTATION ASSISTANCE RECEIVED BY YOUTH WITH MULTIPLE HANDICAPS

Service Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	$12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage received transportation help in the past year from:*									
Secondary school	63.1	49.3	45.8	38.4	49.3	65.1	52.1	56.5	48.7
	(11.3)	(10.7)	(7.6)	(9.1)	(6.7)	(16.7)	(10.4)	(9.5)	(9.6)
Special school	23.6	32.4	36.4	42.8	31.8	24.4	28.0	30.7	35.9
	(9.9)	(10.0)	(7.3)	(9.3)	(6.2)	(15.1)	(9.3)	(8.8)	(9.2)
Vocational Rehabilitation	1.1	1.2	2.0	2.8	0.7	2.8	1.0	0.2	3.4
	(2.5)	(2.3)	(2.1)	(3.1)	(1.1)	(5.8)	(2.1)	(0.8)	(3.5)
Hospital/institution	0.0	0.0	0.5	4.5	7.4	2.7	0.5	0.9	0.0
	(0.0)	(0.0)	(1.1)	(3.7)	(3.3)	(5.6)	(1.5)	(1.8)	(0.0)
Other source	16.3	26.1	28.2	26.4	26.5	7.5	22.4	18.3	27.2
	(8.6)	(9.4)	(6.9)	(7.8)	(5.6)	(9.0)	(8.7)	(7.4)	(8.6)
Number of respondents	67	72	148	69	229	22	73	107	115
Percentage with transportation help including:									
Rides on special vehicles	48.3	44.2	57.3	54.6	51.8	43.5	50.8	50.3	44.9
	(8.4)	(7.1)	(6.1)	(6.8)	(5.1)	(11.8)	(7.2)	(7.2)	(7.3)
Help getting into vehicles	4.9	6.0	12.9	4.5	5.2	3.1	6.4	7.8	6.8
	(3.6)	(3.4)	(4.2)	(2.8)	(3.0)	(4.1)	(3.5)	(3.8)	(3.7)
Help walking to school/work	1.8	3.3	5.3	3.4	3.6	0.0	1.8	4.1	3.4
	(2.2)	(2.5)	(2.8)	(2.[illegible]	[illegible])	(0.0)	(1.9)	(2.9)	(2.7)
Owning adapted vehicle	4.9	0.0	0.4	0.[illegible]	[illegible]5	0.0	0.0	0.7	5.3
	(3.6)	(0.0)	(0.8)	(0.0)	(1.6)	(0.0)	(0.0)	(1.2)	(3.3)
Aide to push wheelchair	11.2	7.3	7.2	12.4	10.4	4.6	10.1	6.6	9.8
	(5.3)	(3.7)	(3.2)	(4.5)	(3.1)	(5.0)	(4.4)	(3.6)	(4.4)
Rides to places could not otherwise go	12.2	9.1	12.4	8.2	16.7	0.0	9.1	11.8	11.0
	(5.5)	(4.1)	(4.1)	(3.7)	(3.8)	(0.0)	(4.2)	(4.6)	(4.6)
Other	6.2	4.7	4.4	7.6	2.5	11.7	5.7	6.2	3.7
	(4.0)	(3.0)	(2.6)	(3.6)	(1.6)	(7.6)	(3.4)	(3.5)	(2.8)
Number of respondents	130	160	222	131	388	48	151	190	196

* Of those that received transportation help in the past year. See Table 28.

Source: Parent interviews.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MULTIPLE HANDICAPS

Secondary School Achievement	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage receiving grades with secondary school grade point average (GPA) of:*												
3.25 or higher	9.2	10.7	4.3	15.4	5.5	16.7	4.8	6.1	15.1	7.8	19.5	2.3
	(3.4)	(4.7)	(4.7)	(11.7)	(3.3)	(7.6)	(5.0)	(4.4)	(6.9)	(3.7)	(11.4)	(5.9)
2.75 to 3.24	20.1	20.1	21.2	18.4	19.5	21.3	8.3	32.1	19.4	23.7	10.8	10.3
	(4.7)	(6.0)	(9.6)	(12.6)	(5.7)	(8.3)	(6.5)	(8.7)	(7.6)	(5.8)	(8.9)	(12.0)
2.25 to 2.74	23.6	27.8	19.4	18.5	24.3	22.1	22.6	26.0	22.4	22.7	15.9	37.1
	(5.0)	(6.8)	(9.3)	(12.6)	(6.2)	(8.4)	(9.9)	(8.1)	(8.0)	(5.7)	(10.5)	(19.1)
1.75 to 2.24	28.8	22.8	40.4	30.9	30.5	25.4	36.5	16.2	33.2	27.5	31.9	35.1
	(5.3)	(6.3)	(11.5)	(15.0)	(6.6)	(8.8)	(11.3)	(6.8)	(9.0)	(6.1)	(13.4)	(18.9)
1.25 to 1.74	9.3	8.9	5.6	11.8	11.3	5.2	13.9	9.0	5.8	9.0	9.6	11.4
	(3.4)	(4.3)	(5.4)	(10.5)	(4.6)	(4.5)	(8.2)	(5.3)	(4.5)	(3.9)	(8.5)	(12.6)
Less than 1.25	9.0	9.7	9.2	5.1	8.9	9.2	13.8	10.5	4.0	9.3	12.4	3.9
	(3.4)	(4.5)	(6.8)	(7.1)	(4.1)	(5.9)	(8.1)	(5.7)	(3.8)	(4.0)	(9.5)	(7.6)
Number of respondents	218	80	44	26	145	73	58	76	84	158	36	22
Average GPA for students receiving grades:*												
As a whole	2.3	2.3	2.2	2.3	2.2	2.4	2.0	2.3	2.4	2.3	2.3	2.1
	(0.1)	(0.1)	(0.2)	(0.3)	(0.1)	(0.2)	(0.2)	(0.2)	(0.1)	(0.1)	(0.2)	(0.3)
In grades 7 or 8	2.2	---	---	---	---	---	2.2	---	---	2.2	---	---
	(0.3)	(0.3)	(0.2)				(0.2)			(0.2)		
In grades 9 or 10	2.1	2.3	1.9	---	2.0	2.2	1.8	2.1	---	2.1	---	---
	(0.2)	(0.2)	(0.4)		(0.2)	(0.4)	(0.3)	(0.3)		(0.2)		
In grades 11 or 12	2.4	2.2	2.4	---	2.3	2.4	---	2.3	2.4	2.4	2.4	---
	(0.1)	(0.2)	(0.2)		(0.2)	(0.2)		(0.2)	(0.2)	(0.2)	(0.3)	
Number of respondents	216	78	44	26	144	72	58	76	82	157	35	22
Percentage receiving grades who received 1 or more failing grades in most recent school year:*												
As a whole	6.9	7.2	9.1	3.7	7.8	5.3	8.9	7.9	5.0	6.5	10.9	4.5
	(2.0)	(3.0)	(3.8)	(3.9)	(2.7)	(2.9)	(4.6)	(4.1)	(2.5)	(2.3)	(6.2)	(4.8)
In grades 7 or 8	9.3	---	---	---	11.8	---	8.2	---	---	7.4	---	---
	(10.5)				(15.4)		(11.7)			(10.2)		
In grades 9 or 10	24.0	15.5	34.6	---	25.8	20.2	31.7	21.2	---	23.5	---	---
	(8.9)	(8.9)	(14.4)		(11.3)	(13.9)	(14.6)	(13.5)		(9.2)		
In grades 11 or 12	11.9	13.9	7.9	17.6	10.9	14.3	---	14.3	11.2	11.1	17.5	7.6
	(6.2)	(9.2)	(7.6)	(18.5)	(7.2)	(12.1)		(13.6)	(6.7)	(8.5)	(13.6)	(11.7)
Number of respondents	529	143	138	62	329	200	140	157	232	370	86	68

* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 368: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MULTIPLE HANDICAPS

Secondary School Achievement	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage receiving grades with secondary school grade point average (GPA) of:*					
3.25 or higher	7.9	12.3	12.4	15.2	6.8
	(4.0)	(5.7)	(10.2)	(9.3)	(4.4)
2.75 to 3.24	21.6	16.4	16.7	28.4	19.2
	(6.2)	(6.4)	(11.6)	(11.7)	(6.9)
2.25 to 2.74	23.7	23.3	18.9	39.8	17.4
	(6.4)	(7.3)	(12.2)	(12.7)	(6.6)
1.75 to 2.24	31.9	21.4	43.3	12.8	33.6
	(7.0)	(7.1)	(15.4)	(8.7)	(8.2)
1.25 to 1.74	6.1	16.9	6.4	2.2	14.3
	(3.6)	(6.4)	(7.6)	(3.8)	(6.1)
Less than 1.25	8.8	9.6	2.2	1.6	8.6
	(4.3)	(5.1)	(4.6)	(3.3)	(4.9)
Number of respondents	110	108	40	49	82
Average GPA for students receiving grades:*					
As a whole	2.3	2.2	2.4	2.6	2.1
	(0.1)	(0.2)	(0.2)	(0.2)	(0.1)
In grades 7 or 8	2.3	---	---	---	---
	(0.3)				
In grades 9 or 10	2.1	2.0	---	---	2.0
	(0.2)	(0.4)			(0.3)
In grades 11 or 12	2.4	2.1	---	2.7	2.2
	(0.1)	(0.3)		(0.2)	(0.2)
Number of respondents	110	106	39	49	81
Percentage receiving grades who received 1 or more failing grades in most recent school year:*					
As a whole	7.9	5.7	1.3	3.5	13.6
	(3.3)	(2.3)	(1.6)	(3.2)	(5.5)
In grades 7 or 8	8.2	---	---	---	---
	(10.1)				
In grades 9 or 10	24.1	23.5	0.0	---	32.9
	(10.6)	(13.2)	(0.0)		(16.2)
In grades 11 or 12	10.9	14.3	10.4	1.2	18.1
	(7.7)	(9.2)	(12.8)	(4.5)	(12.6)
Number of respondents	192	337	179	102	124

* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MULTIPLE HANDICAPS

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	$12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage receiving grades with secondary school grade point average (GPA) of:*									
3.25 or higher	3.2	9.5	19.2	5.1	11.8	---	7.4	9.2	11.0
	(4.5)	(6.6)	(9.0)	(5.6)	(5.3)		(6.3)	(6.5)	(7.0)
2.75 to 3.24	23.0	28.5	8.4	4.9	24.2	---	30.0	22.3	11.3
	(10.9)	(10.2)	(6.3)	(5.5)	(7.0)		(11.1)	(9.4)	(7.1)
2.25 to 2.74	20.9	18.6	21.9	20.6	18.7	---	33.9	5.5	34.4
	(10.5)	(8.8)	(9.5)	(10.3)	(6.4)		(11.5)	(5.2)	(10.7)
1.75 to 2.24	24.7	29.6	43.4	26.7	34.9	---	10.7	40.9	37.8
	(11.1)	(10.3)	(11.3)	(11.3)	(7.8)		(7.5)	(11.1)	(10.9)
1.25 to 1.74	18.5	8.5	4.6	33.1	5.1	---	7.1	17.0	3.6
	(10.0)	(6.3)	(4.8)	(12.0)	(3.6)		(6.2)	(8.5)	(4.2)
Less than 1.25	9.8	5.4	2.5	9.6	5.4	---	11.0	5.1	1.9
	(7.7)	(5.1)	(3.6)	(7.5)	(3.7)		(7.6)	(5.0)	(3.1)
Number of respondents	42	54	64	36	119	14	46	61	61
Average GPA for students receiving grades:*									
As a whole	2.1	2.3	2.4	1.9	2.4	---	2.4	2.2	2.3
	(0.2)	(0.2)	(0.2)	(0.2)	(0.1)		(0.2)	(0.2)	(0.1)
In grades 7 or 8	---	---	---	---	---	---	---	---	---
In grades 9 or 10	---	2.3	2.3	---	2.2	---	2.1	---	2.3
		(0.4)	(0.4)		(0.3)		(0.4)		(0.2)
In grades 11 or 12	---	2.5	2.4	---	2.5	---	2.5	2.4	2.3
		(0.2)	(0.3)		(0.2)		(0.3)	(0.2)	(0.2)
Number of respondents	41	53	64	36	118	13	45	60	61
Percentage receiving grades who received 1 or more failing grades in most recent school year:*									
As a whole	6.0	10.2	2.0	10.0	5.9	0.0	4.8	8.6	4.9
	(4.7)	(5.0)	(2.0)	(4.8)	(2.6)	(0.0)	(3.9)	(4.4)	(3.5)
In grades 7 or 8	---	---	---	---	---	---	---	---	---
In grades 9 or 10	14.9	30.8	9.2	---	20.8	---	15.1	---	5.8
	(15.9)	(20.0)	(12.3)		(12.6)		(15.4)		(9.7)
In grades 11 or 12	---	18.7	0.0	23.1	8.8	---	12.4	3.7	17.4
		(14.9)	(0.0)	(15.2)	(7.7)		(14.2)	(6.9)	(16.4)
Number of respondents	83	115	163	93	298	30	96	132	148

* See Appendix for percentage of students that had graded classes.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MULTIPLE HANDICAPS (Continued)

Secondary School Achievement	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of students that had graded classes in regular education, percentage receiving a failing grade*	14.9	14.3	17.2	12.6	15.6	13.0	16.9	12.9	14.0	12.2	---	---
	(6.8)	(9.9)	(10.3)	(13.4)	(8.4)	(11.4)	(13.2)	(10.8)	(10.4)	(7.3)		
Number of respondents	83	21	34	18	57	26	29	22	32	62	14	6
Of students that had graded classes in special education, percentage receiving a failing grade**	4.5	5.5	3.7	1.2	5.4	2.8	6.0	6.1	2.3	4.7	5.2	2.7
	(1.7)	(2.7)	(2.6)	(2.5)	(2.3)	(2.2)	(3.9)	(3.4)	(1.8)	(2.0)	(4.7)	(4.0)
Number of respondents	484	136	129	51	303	181	130	147	207	344	80	55
Percentage absent from school:												
Fewer than 5 days	37.3	36.1	42.9	29.1	35.8	40.3	33.8	26.0	48.1	34.1	53.4	37.5
	(4.3)	(6.1)	(7.2)	(10.7)	(5.3)	(7.3)	(8.8)	(7.2)	(6.4)	(4.9)	(11.1)	(13.7)
6 to 10 days	17.3	16.8	25.8	8.4	18.2	15.6	17.8	20.4	14.6	19.2	15.3	7.3
	(3.4)	(4.8)	(6.3)	(6.5)	(4.3)	(5.4)	(7.1)	(6.6)	(4.5)	(4.1)	(8.0)	(7.4)
11 to 20 days	16.7	19.4	15.3	13.7	16.2	17.5	13.2	16.7	18.9	16.4	20.4	14.1
	(3.3)	(5.0)	(5.2)	(8.1)	(4.1)	(5.6)	(6.3)	(6.1)	(5.0)	(3.8)	(9.0)	(9.9)
21 to 30 days	11.4	13.2	7.5	12.6	14.1	6.3	18.5	12.7	6.0	11.2	5.5	19.4
	(2.8)	(4.3)	(3.8)	(7.8)	(3.9)	(3.6)	(7.2)	(5.4)	(3.0)	(3.3)	(5.1)	(11.2)
More than 30 days	17.3	14.5	8.6	36.3	15.7	20.3	16.7	24.2	12.5	19.1	5.4	21.7
	(3.4)	(4.5)	(4.1)	(11.3)	(4.0)	(6.0)	(6.9)	(7.0)	(4.2)	(4.1)	(5.0)	(11.7)
Number of respondents	448	116	113	49	281	167	111	142	195	322	71	52

* See Appendix for percentage of students that had graded classes in regular education.
** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 368: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MULTIPLE HANDICAPS (Continued)

Secondary School Achievement	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Of students that had graded classes in regular education, percentage receiving a failing grade*	15.1	---	---	11.7	19.7
	(7.0)			(12.6)	(11.2)
Number of respondents	72	11	10	18	38
Of students that had graded classes in special education, percentage receiving a failing grade**	3.8	5.3	0.6	0.3	8.8
	(2.4)	(2.2)	(1.1)	(0.9)	(4.5)
Number of respondents	169	315	162	95	113
Percentage absent from school:					
Fewer than 5 days	35.0	40.2	40.0	51.7	35.6
	(6.5)	(5.2)	(7.8)	(9.3)	(8.2)
6 to 10 days	16.6	18.1	19.7	16.4	16.0
	(5.1)	(4.1)	(6.4)	(6.9)	(6.3)
11 to 20 days	13.8	20.3	11.5	17.4	17.8
	(4.7)	(4.3)	(5.1)	(7.0)	(6.6)
21 to 30 days	12.4	10.2	9.3	7.1	12.4
	(4.5)	(3.2)	(4.6)	(4.8)	(5.7)
More than 30 days	22.2	11.2	19.5	7.4	18.2
	(5.6)	(3.4)	(6.3)	(4.9)	(6.6)
Number of respondents	156	292	144	93	108

* See Appendix for percentage of students that had graded classes in regular education.
** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MULTIPLE HANDICAPS (Continued)

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of students that had graded classes in regular education, percentage receiving a failing grade*	---	22.1 (14.0)	7.6 (9.7)	---	14.7 (9.0)	---	---	10.7 (10.1)	18.2 (13.3)
Number of respondents	14	25	23	14	48	4	13	28	25
Of students that had graded classes in special education, percentage receiving a failing grade**	5.5 (4.2)	5.1 (3.9)	0.7 (1.2)	5.4 (3.8)	3.2 (2.0)	1.6 (3.7)	2.9 (3.1)	7.0 (4.2)	0.9 (1.4)
Number of respondents	77	103	149	87	270	28	86	120	136
Percentage absent from school:									
Fewer than 5 days	33.7 (10.2)	29.7 (8.3)	52.7 (7.8)	38.7 (8.1)	43.2 (6.3)	24.2 (14.3)	31.9 (9.1)	43.6 (8.5)	39.2 (9.2)
6 to 10 days	18.0 (8.3)	19.5 (7.2)	19.9 (6.2)	14.3 (5.8)	16.0 (4.6)	25.3 (14.5)	22.9 (8.2)	12.8 (5.7)	20.4 (7.6)
11 to 20 days	16.3 (8.0)	12.9 (6.1)	12.9 (5.2)	22.3 (6.9)	10.2 (3.8)	35.5 (16.0)	16.8 (7.3)	13.6 (5.9)	13.1 (6.3)
21 to 30 days	9.0 (6.2)	12.2 (5.9)	10.8 (4.8)	14.1 (5.8)	10.7 (3.9)	0.3 (1.8)	10.8 (6.0)	11.2 (5.4)	10.2 (5.7)
More than 30 days	23.0 (9.1)	25.6 (7.9)	3.7 (2.9)	10.6 (5.1)	20.0 (5.1)	14.7 (11.9)	17.7 (7.4)	18.8 (6.7)	17.2 (7.1)
Number of respondents	72	94	142	86	247	24	81	114	125

* See Appendix for percentage of students that had graded classes in regular education.
** See Appendix for percentage of students that had graded classes in special education.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36A: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Secondary School Achievement	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Average days absent:												
As a whole	15.0	14.3	10.9	22.4	15.4	14.3	15.5	19.6	11.2	16.1	8.4	16.9
	(1.4)	(1.9)	(1.8)	(4.4)	(1.8)	(2.2)	(2.7)	(3.0)	(1.7)	(1.7)	(2.5)	(4.8)
In grades 7 or 8	11.2	---	---	---	---	---	---	---	---	9.4	---	---
	(3.8)									(3.5)		
In grades 9 or 10	14.8	13.9	15.3	---	15.7	12.9	17.4	14.5	---	14.5	---	---
	(3.4)	(3.9)	(5.6)		(3.8)	(6.7)	(6.1)	(4.6)		(3.4)		
In grades 11 or 12	11.2	18.9	6.7	---	10.3	13.5	---	14.3	10.0	13.9	10.1	7.7
	(2.6)	(4.1)	(2.3)		(3.1)	(4.8)		(5.4)	(2.8)	(3.8)	(4.3)	(5.9)
Ungraded	16.4	13.2	11.8	25.4	17.1	15.2	15.1	23.5	12.2	17.4	7.8	23.0
	(1.9)	(2.7)	(2.5)	(5.7)	(2.5)	(2.8)	(3.3)	(4.4)	(2.2)	(2.3)	(3.1)	(6.1)
Number of respondents	446	114	113	49	280	166	111	142	193	321	70	52
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	82.7	82.3	83.0	82.6	81.4	84.9	94.9	73.1	81.0	87.7	71.2	72.0
	(4.0)	(5.6)	(5.9)	(10.0)	(5.4)	(5.9)	(5.1)	(8.7)	(5.7)	(4.3)	(10.1)	(14.4)
Number of respondents	288	85	76	44	176	112	71	90	127	199	50	36
Percentage taking minimum competency tests that:												
Failed	28.0	---	---	---	32.8	17.8	---	46.8	11.2	43.8	---	---
	(9.9)				(12.8)	(14.5)		(15.0)	(10.8)	(13.7)		
Passed in part	29.5	---	---	---	28.3	32.2	---	34.4	26.4	31.3	---	---
	(10.1)				(12.3)	(17.7)		(14.3)	(15.1)	(12.8)		
Passed fully	42.5	---	---	---	38.9	50.1	---	18.9	62.4	24.9	---	---
	(10.9)				(13.3)	(18.9)		(11.8)	(16.6)	(11.9)		
Number of respondents	51	12	11	13	36	15	4	21	26	27	13	10

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36B: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Secondary School Achievement	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Average days absent:					
As a whole	16.6	13.0	14.9	9.5	16.0
	(2.2)	(1.6)	(2.5)	(2.2)	(2.9)
In grades 7 or 8	---	---	---	---	---
In grades 9 or 10	14.1	16.6	9.9	---	18.3
	(3.9)	(5.4)	(4.9)		(6.0)
In grades 11 or 12	10.9	12.0	8.8	5.6	15.1
	(3.1)	(4.2)	(4.7)	(3.0)	(4.9)
Ungraded	20.6	12.9	16.3	11.5	16.6
	(3.8)	(1.8)	(3.0)	(3.0)	(4.7)
Number of respondents	156	290	143	93	107
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	71.6	95.0	93.9	81.2	72.4
	(7.7)	(2.6)	(4.2)	(8.2)	(9.4)
Number of respondents	103	185	97	55	79
Percentage taking minimum competency tests that:					
Failed	28.1	27.6	---	---	31.4
	(11.1)	(19.3)			(13.4)
Passed in part	25.9	52.0	---	---	30.2
	(10.8)	(21.6)			(13.3)
Passed fully	46.1	20.5	---	---	38.3
	(12.3)	(17.5)			(14.1)
Number of respondents	34	17	4	8	26

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 36C: SECONDARY SCHOOL EDUCATIONAL ACHIEVEMENT OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Secondary School Achievement	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Average days absent:									
As a whole	16.7	18.8	8.7	13.3	15.3	13.7	15.6	14.1	15.3
	(3.7)	(3.2)	(1.6)	(2.1)	(2.2)	(3.8)	(3.1)	(2.6)	(3.2)
In grades 7 or 8	---	---	---	---	---	---	---	---	---
In grades 9 or 10	---	---	8.7	---	14.5	---	15.4	---	10.3
			(5.1)		(5.6)		(6.2)		(5.9)
In grades 11 or 12	---	13.5	7.3	18.5	8.6	---	---	9.9	8.5
		(3.1)	(4.1)	(6.1)	(3.1)			(4.5)	(4.0)
Ungraded	16.6	22.1	9.3	11.3	17.6	16.5	15.3	15.4	18.0
	(5.1)	(4.5)	(1.9)	(2.6)	(2.9)	(5.2)	(4.1)	(3.4)	(4.3)
Number of respondents	71	93	142	86	246	23	80	113	125
Percentage of students in schools and at grade levels in which minimum competency tests were given that were exempted from tests*	90.0	71.7	86.3	74.8	83.5	90.7	83.0	83.8	76.4
	(8.2)	(9.3)	(5.7)	(8.9)	(5.3)	(11.8)	(10.2)	(7.3)	(8.7)
Number of respondents	47	58	97	51	164	23	50	75	84
Percentage taking minimum competency tests that:									
Failed	---	18.8	---	---	23.4	---	---	---	10.9
		(14.3)			(13.5)				(12.8)
Passed in part	---	39.1	---	---	37.1	---	---	---	41.3
		(17.9)			(15.4)				(20.3)
Passed fully	---	42.0	---	---	39.4	---	---	---	47.7
		(18.1)			(15.6)				(20.6)
Number of respondents	8	16	10	11	25	3	9	13	15

* See Appendix for percentage in schools and at grade levels that were subject to minimum competency tests.

Source: Students' school records. Data are for the students' most recent year in secondary school.

Table 37A: SECONDARY SCHOOL COMPLETION OF YOUTH WITH MULTIPLE HANDICAPS

School Completion	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage out-of-school youth who:*												
Graduated	32.2 (6.0)	30.8 (10.6)	44.4 (11.9)	36.7 (14.2)	34.5 (7.7)	27.6 (9.3)	---	22.1 (14.2)	34.1 (6.6)	---	41.2 (8.8)	22.6 (7.8)
Dropped out	14.5 (4.5)	13.3 (7.8)	9.7 (7.1)	23.4 (12.5)	16.5 (6.0)	10.5 (6.4)	---	74.6 (14.9)	5.4 (3.2)	---	17.4 (6.8)	11.7 (6.0)
Were suspended expelled	3.1 (2.2)	0.0 (0.0)	2.1 (3.4)	6.1 (7.1)	3.4 (2.9)	2.6 (3.3)	---	3.3 (6.1)	2.2 (2.1)	---	0.0 (0.0)	6.3 (4.5)
Reached age limit	50.2 (6.4)	55.9 (11.4)	43.8 (11.9)	33.7 (13.9)	45.6 (8.1)	59.4 (10.2)	---	0.0 (0.0)	58.3 (6.9)	---	41.4 (8.8)	59.4 (9.1)
Number of respondents	182	41	39	22	116	66	5	21	156	0	92	89
Percentage of graduates receiving a regular diploma	32.9 (9.9)	35.0 (14.1)	27.6 (16.8)	---	35.7 (12.7)	27.1 (15.0)	---	---	33.4 (9.2)	---	30.8 (12.1)	38.9 (17.3)
Number of respondents	82	22	17	11	53	29	0	5	77	0	48	32
Percentage of dropouts whose parents reported they left school because:												
Not doing well in school	0.0 (0.0)	---	---	---	0.0 (0.0)	---	---	---	---	---	---	---
Didn't like school/bored	17.9 (15.2)	---	---	---	21.5 (19.9)	---	---	---	---	---	---	---
Had behavior problems	4.4 (8.1)	---	---	---	5.2 (10.8)	---	---	---	---	---	---	---
Needed/found a job	0.0 (0.0)	---	---	---	0.0 (0.0)	---	---	---	---	---	---	---
Got married/had a child	0.0 (0.0)	---	---	---	0.0 (0.0)	---	---	---	---	---	---	---
Didn't get into program wanted	10.3 (12.1)	---	---	---	12.4 (15.9)	---	---	---	---	---	---	---
Illness or disability	39.6 (19.4)	---	---	---	46.6 (24.2)	---	---	---	---	---	---	---
Moved	0.0 (0.0)	---	---	---	0.0 (0.0)	---	---	---	---	---	---	---
Friends were dropping out	0.0 (0.0)	---	---	---	0.0 (0.0)	---	---	---	---	---	---	---
Other	50.3 (19.8)	---	---	---	41.3 (23.8)	---	---	---	---	---	---	---
Number of respondents	23	3	6	6	16	7	3	13	7	0	13	10
Percentage of dropouts expected by parents to finish secondary school	21.5 (16.7)	---	---	---	15.4 (17.5)	---	---	---	---	---	---	---
Number of respondents	22	2	7	6	16	6	2	13	7	0	10	12

* See Appendix for percentage of youth who were out of secondary school.

Source: Parent interviews and students' school records.

Table 37B: SECONDARY SCHOOL COMPLETION OF YOUTH WITH MULTIPLE HANDICAPS

School Completion	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage out-of-school youth who:*					
Graduated	42.8	29.8	16.4	49.3	57.1
	(10.1)	(8.3)	(7.3)	(15.0)	(13.7)
Dropped out	15.4	10.2	14.7	6.2	26.8
	(7.4)	(5.5)	(7.0)	(7.2)	(12.3)
Were suspended expelled	3.4	4.1	1.4	0.0	0.0
	(3.7)	(3.6)	(2.3)	(0.0)	(0.0)
Reached age limit	38.4	55.8	67.5	44.6	16.1
	(10.0)	(9.0)	(9.2)	(14.9)	(10.2)
Number of respondents	56	105	72	33	38
Percentage of graduates receiving a regular diploma	55.7	6.0	5.6	49.5	39.6
	(15.9)	(5.9)	(9.1)	(20.9)	(20.1)
Number of respondents	30	52	22	17	23
Percentage of dropouts whose parents reported they left school because:					
Not doing well in school	---	---	---	---	---
Didn't like school/bored	---	---	---	---	---
Had behavior problems	---	---	---	---	---
Needed/found a job	---	---	---	---	---
Got married/had a child	---	---	---	---	---
Didn't get into program wanted	---	---	---	---	---
Illness or disability	---	---	---	---	---
Moved	---	---	---	---	---
Friends were dropping out	---	---	---	---	---
Other	---	---	---	---	---
Number of respondents	11	11	12	1	10
Percentage of dropouts expected by parents to finish secondary school	---	---	---	---	---
Number of respondents	10	9	11	1	9

* See Appendix for percentage of youth who were out of secondary school.

Source: Parent interviews and students' school records

Table 37C: SECONDARY SCHOOL COMPLETION OF YOUTH WITH MULTIPLE HANDICAPS

School Completion	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage out-of-school youth who:*									
Graduated	35.7	34.5	34.6	40.7	34.0	---	20.5	33.6	52.2
	(14.0)	(12.2)	(11.4)	(13.6)	(8.3)		(10.5)	(11.7)	(13.7)
Dropped out	27.5	12.2	8.1	12.0	15.5	---	21.3	21.1	10.0
	(13.1)	(8.4)	(6.6)	(9.0)	(6.4)		(10.7)	(10.1)	(8.2)
Were suspended expelled	2.5	0.0	0.0	4.1	2.9	---	2.1	0.0	0.0
	(4.6)	(0.0)	(0.0)	(5.5)	(2.9)		(3.8)	(0.0)	(0.0)
Reached age limit	34.3	53.3	57.3	43.2	47.7	---	56.1	45.2	37.8
	(13.9)	(12.8)	(11.9)	(13.7)	(8.8)		(12.9)	(12.4)	(13.3)
Number of respondents	35	44	46	34	101	14	41	53	37
Percentage of graduates receiving a regular diploma	29.0	30.4	29.1	11.4	38.9	---	11.1	45.1	45.3
	(21.0)	(19.6)	(20.4)	(11.1)	(16.0)		(13.5)	(22.5)	(24.2)
Number of respondents	17	18	17	20	38	6	17	19	18
Percentage of dropouts whose parents reported they left school because:									
Not doing well in school	---	---	---	---	0.0	---	---	---	---
					(0.0)				
Didn't like school/bored	---	---	---	---	28.1	---	---	---	---
					(23.4)				
Had behavior problems	---	---	---	---	6.8	---	---	---	---
					(13.1)				
Needed/found a job	---	---	---	---	0.0	---	---	---	---
					(0.0)				
Got married/had a child	---	---	---	---	0.0	---	---	---	---
					(0.0)				
Didn't get into program wanted	---	---	---	---	6.8	---	---	---	---
					(13.1)				
Illness or disability	---	---	---	---	40.6	---	---	---	---
					(25.6)				
Moved	---	---	---	---	0.0	---	---	---	---
					(0.0)				
Friends were dropping out	---	---	---	---	0.0	---	---	---	---
					(0.0)				
Other	---	---	---	---	53.0	---	---	---	---
					(26.0)				
Number of respondents	9	6	7	4	15	3	9	10	4
Percentage of dropouts expected by parents to finish secondary school	---	---	---	---	1.2	---	---	---	---
					(5.6)				
Number of respondents	9	6	4	4	15	3	9	9	2

* See Appendix for percentage of youth who were out of secondary school

Source: Parent interviews and students' school records

Table 38A: RESIDENTIAL INDEPENDENCE OF YOUTH WITH MULTIPLE HANDICAPS

Residential Independence Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage living:												
With parent(s)	76.7	88.5	75.7	86.2	77.6	74.8	80.9	86.1	67.5	86.0	70.3	50.2
	(3.2)	(3.2)	(5.4)	(7.1)	(4.0)	(5.2)	(6.2)	(5.0)	(4.7)	(3.1)	(8.7)	(9.6)
Alone	0.2	0.0	0.3	0.0	0.3	0.2	0.0	0.4	0.3	0.0	0.5	0.9
	(0.4)	(0.0)	(0.7)	(0.0)	(0.5)	(0.6)	(0.0)	(0.9)	(0.6)	(0.0)	(1.4)	(1.8)
With spouse/roommate	1.2	0.0	1.2	1.8	1.1	1.5	0.0	1.1	2.3	1.2	0.0	2.2
	(0.8)	(0.0)	(1.4)	(2.8)	(1.0)	(1.5)	(0.0)	(1.5)	(1.5)	(1.0)	(0.0)	(2.8)
With other family member	1.9	0.8	2.2	2.0	2.5	0.9	2.3	0.4	2.6	1.5	5.6	0.6
	(1.0)	(0.9)	(1.9)	(2.9)	(1.5)	(1.1)	(2.4)	(0.9)	(1.6)	(1.1)	(4.4)	(1.5)
In a residential/boarding school (not a college)	4.1	2.0	7.4	0.0	3.8	4.8	2.5	2.2	6.5	3.9	3.8	5.4
	(1.5)	(1.4)	(3.3)	(0.0)	(1.8)	(2.6)	(2.5)	(2.1)	(2.5)	(1.7)	(3.6)	(4.3)
In a college dormitory	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
In a group home	6.1	5.8	5.6	3.0	6.5	5.3	1.6	5.5	9.9	6.1	7.4	5.4
	(1.8)	(2.3)	(2.9)	(3.5)	(2.4)	(2.7)	(2.0)	(3.3)	(3.0)	(2.2)	(5.0)	(4.3)
In a mental health facility or hospital/institution for the disabled	8.2	2.9	6.5	3.3	7.3	9.9	9.5	4.3	9.7	0.5	6.4	34.8
	(2.1)	(1.7)	(3.1)	(3.7)	(2.5)	(3.6)	(4.6)	(2.9)	(2.9)	(0.6)	(4.7)	(9.1)
In a correctional facility	0.1	0.0	0.6	0.0	0.2	0.0	0.5	0.0	0.0	0.2	0.0	0.0
	(0.3)	(0.0)	(1.0)	(0.0)	(0.4)	(0.0)	(1.1)	(0.0)	(0.0)	(0.4)	(0.0)	(0.0)
Other	1.3	0.0	0.4	3.7	0.7	2.5	2.8	0.0	1.1	0.5	5.9	0.6
	(0.9)	(0.0)	(0.8)	(3.9)	(0.8)	(1.9)	(2.6)	(0.0)	(1.0)	(0.7)	(4.5)	(1.5)
Number of respondents	643	192	153	64	405	238	173	179	291	439	92	109
Percentage of institutionalized youth who have been in institutions:												
Less than 6 months	12.1	10.1	26.0	---	13.4	9.9	13.3	9.3	12.4	11.1	40.0	3.3
	(6.1)	(9.3)	(11.6)		(7.5)	(10.3)	(16.2)	(11.6)	(7.5)	(8.9)	(18.1)	(5.3)
6 to 12 months	11.3	15.2	0.0	---	13.6	7.5	8.8	30.0	6.5	20.2	3.0	8.7
	(6.0)	(11.1)	(0.0)		(7.6)	(9.1)	(13.6)	(18.3)	(5.6)	(11.4)	(6.3)	(8.3)
13 to 36 months	8.7	16.2	16.8	---	4.3	15.8	13.6	10.5	5.9	13.8	12.0	5.0
	(5.3)	(11.4)	(9.9)		(4.5)	(12.6)	(16.4)	(12.2)	(5.3)	(9.8)	(12.0)	(6.4)
> 36 months	68.0	58.6	57.2	---	68.7	66.7	64.3	50.2	75.2	54.9	44.9	83.0
	(8.8)	(15.3)	(13.1)		(10.2)	(16.2)	(22.9)	(20.0)	(9.8)	(14.2)	(18.4)	(11.1)
Number of respondents	95	18	25	3	60	35	19	16	60	27	23	44
Percentage making alterations to home to accommodate disability	6.2	3.2	5.9	10.8	5.6	7.2	2.8	13.1	3.8	6.2	9.0	3.1
	(1.9)	(1.8)	(3.1)	(6.6)	(2.4)	(3.2)	(2.7)	(5.0)	(2.1)	(2.2)	(5.8)	(4.1)
Number of respondents	571	176	135	60	357	214	156	166	249	417	81	73

Source: Parent interviews.

Table 38B: RESIDENTIAL INDEPENDENCE OF YOUTH WITH MULTIPLE HANDICAPS

Residential Independence Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage living:					
With parent(s)	86.9	71.9	78.3	85.1	88.8
	(4.0)	(4.4)	(4.6)	(5.3)	(4.7)
Alone	0.2	0.2	0.0	0.0	0.8
	(0.5)	(0.4)	(0.0)	(0.0)	(1.3)
With spouse/roommate	1.5	1.6	1.0	2.0	1.7
	(1.5)	(1.2)	(1.1)	(2.1)	(1.9)
With other family member	2.6	2.2	1.6	0.8	3.6
	(1.9)	(1.4)	(1.4)	(1.3)	(2.8)
In a residential/boarding school (not a college)	0.8	10.3	7.2	4.6	0.1
	(1.0)	(3.0)	(2.9)	(3.1)	(0.5)
In a college dormitory	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
In a group home	3.5	7.8	8.4	7.5	3.2
	(2.2)	(2.6)	(3.1)	(3.9)	(2.6)
In a mental health facility or hospital/institution for the disabled	2.5	5.7	0.8	0.0	1.3
	(1.9)	(2.3)	(1.0)	(0.0)	(1.7)
In a correctional facility	0.3	0.0	0.0	0.0	0.5
	(0.7)	(0.0)	(0.0)	(0.0)	(1.0)
Other	1.8	0.3	2.7	0.0	0.0
	(1.6)	(0.6)	(1.8)	(0.0)	(0.0)
Number of respondents	217	335	272	135	172
Percentage of institutionalized youth who have been in institutions:					
Less than 6 months	24.2	18.1	14.0	---	---
	(14.8)	(9.6)	(10.7)		
6 to 12 months	6.6	12.1	16.0	---	---
	(8.6)	(8.1)	(11.3)		
13 to 36 months	9.0	15.9	8.5	---	---
	(9.9)	(9.1)	(8.6)		
> 36 months	60.2	53.9	61.5	---	---
	(17.0)	(12.4)	(15.0)		
Number of respondents	18	49	28	14	12
Percentage making alterations to home to accommodate disability	6.2	6.3	11.8	2.0	0.5
	(3.0)	(2.5)	(3.7)	(2.1)	(1.0)
Number of respondents	197	307	263	134	169

Source: Parent interviews.

Table 38C: RESIDENTIAL INDEPENDENCE OF YOUTH WITH MULTIPLE HANDICAPS

Residential Independence Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage living:									
With parent(s)	93.7	88.1	80.9	80.1	75.1	87.1	92.7	87.1	85.8
	(4.1)	(4.6)	(4.9)	(5.2)	(4.3)	(7.8)	(3.8)	(4.8)	(5.1)
Alone	0.2	0.0	0.0	0.4	0.3	0.0	0.0	0.2	0.0
	(0.8)	(0.0)	(0.0)	(0.8)	(0.5)	(0.0)	(0.0)	(0.7)	(0.0)
With spouse/roommate	0.0	4.4	0.0	0.0	1.3	3.6	1.6	0.0	3.4
	(0.0)	(2.9)	(0.0)	(0.0)	(1.1)	(4.4)	(1.8)	(0.0)	(2.7)
With other family member	0.8	2.1	5.1	0.0	2.7	1.9	0.0	3.6	3.4
	(1.5)	(2.0)	(2.7)	(0.0)	(1.6)	(3.2)	(0.0)	(2.6)	(2.7)
In a residential/boarding school (not a college)	0.1	0.4	4.5	6.2	4.5	0.0	0.2	1.7	3.2
	(0.5)	(0.9)	(2.6)	(3.2)	(2.1)	(0.0)	(0.6)	(1.9)	(2.6)
In a college dormitory	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
In a group home	4.1	4.3	8.4	5.5	6.3	4.2	3.5	6.9	4.0
	(3.3)	(2.9)	(3.4)	(3.0)	(2.4)	(4.7)	(2.6)	(3.6)	(2.9)
In a mental health facility or hospital/institution for the disabled	0.6	0.6	1.1	7.3	7.7	3.2	1.4	0.4	0.3
	(1.3)	(1.1)	(1.3)	(3.4)	(2.6)	(4.1)	(1.7)	(1.0)	(0.8)
In a correctional facility	0.5	0.0	0.0	0.0	0.2	0.0	0.5	0.0	0.0
	(1.2)	(0.0)	(0.0)	(0.0)	(0.5)	(0.0)	(1.1)	(0.0)	(0.0)
Other	0.0	0.0	0.0	0.6	1.9	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(1.0)	(1.4)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	130	160	223	142	418	49	151	191	196
Percentage of institutionalized youth who have been in institutions:									
Less than 6 months	---	---	19.2 (16.0)	6.0 (7.9)	12.7 (7.9)	---	---	28.5 (18.2)	---
6 to 12 months	---	---	4.3 (8.3)	29.3 (15.2)	6.8 (6.0)	---	---	9.7 (12.0)	---
13 to 36 months	---	---	10.6 (12.6)	19.1 (13.1)	6.9 (6.0)	---	---	7.4 (10.6)	---
> 36 months	---	---	65.9 (19.3)	45.6 (16.7)	73.6 (10.5)	---	---	54.4 (20.1)	---
Number of respondents	10	12	20	21	62	6	10	20	12
Percentage making alterations to home to accommodate disability	9.3	3.4	5.1	4.1	8.1	0.0	6.2	7.3	4.8
	(5.0)	(2.6)	(2.7)	(2.8)	(2.8)	(0.0)	(3.6)	(3.7)	(3.2)
Number of respondents	125	159	220	123	385	47	145	189	193

Source: Parent interviews.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH MULTIPLE HANDICAPS

Home-Care Independence	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage fixing own breakfast or lunch:												
Always	13.3	14.8	16.3	8.9	13.4	13.2	8.4	15.1	16.3	11.0	16.4	23.0
	(3.1)	(3.7)	(5.1)	(6.1)	(3.9)	(4.6)	(4.9)	(5.9)	(4.6)	(3.2)	(8.4)	(12.7)
Usually	8.8	6.8	12.3	8.1	9.1	8.2	14.1	6.5	5.9	9.8	8.4	3.7
	(2.5)	(2.6)	(4.6)	(5.8)	(3.3)	(3.7)	(6.2)	(4.1)	(3.0)	(3.0)	(6.3)	(5.7)
Sometimes	31.8	29.0	33.4	33.7	35.6	23.9	35.4	37.9	23.4	32.8	15.4	43.1
	(4.2)	(4.8)	(6.5)	(10.1)	(5.5)	(5.8)	(8.5)	(8.0)	(5.3)	(4.8)	(8.2)	(14.9)
Never	46.0	49.5	38.0	49.3	41.8	54.7	42.2	40.4	54.3	46.3	59.8	30.2
	(4.5)	(5.2)	(6.7)	(10.6)	(5.7)	(6.8)	(8.8)	(8.1)	(6.2)	(5.1)	(11.2)	(13.8)
Number of respondents	467	194	177	96	294	173	136	144	187	358	58	51
Percentage buying items from a store on his/her own:												
Always	4.5	6.8	5.5	1.2	3.9	5.9	3.1	5.7	4.9	4.0	11.9	0.0
	(1.9)	(2.6)	(3.2)	(2.3)	(2.2)	(3.3)	(3.1)	(3.8)	(2.7)	(2.0)	(7.4)	(0.0)
Usually	4.8	7.8	3.7	2.4	5.2	4.1	3.5	5.1	5.8	3.8	5.5	10.2
	(1.9)	(2.8)	(2.6)	(3.3)	(2.6)	(2.7)	(3.3)	(3.6)	(2.9)	(1.9)	(5.2)	(9.2)
Sometimes	33.9	21.6	47.3	35.9	38.0	25.4	26.9	45.4	30.8	35.8	22.7	34.6
	(4.3)	(4.3)	(6.9)	(10.2)	(5.6)	(6.0)	(7.9)	(8.3)	(5.8)	(4.9)	(9.5)	(14.4)
Never	56.7	63.8	43.5	60.5	53.0	64.5	66.5	43.8	58.5	56.4	60.0	55.2
	(4.5)	(5.1)	(6.9)	(10.4)	(5.8)	(6.6)	(8.4)	(8.2)	(6.2)	(5.1)	(11.1)	(15.1)
Number of respondents	464	192	176	96	293	171	135	143	186	356	58	50
Percentage doing laundry:												
Always	4.8	8.7	4.3	0.8	3.6	7.4	1.4	7.5	5.7	3.7	10.3	5.6
	(1.9)	(3.0)	(2.8)	(1.9)	(2.1)	(3.6)	(2.1)	(4.4)	(2.9)	(1.9)	(6.9)	(6.9)
Usually	2.8	1.8	5.1	2.0	2.7	3.0	3.2	3.3	2.0	3.0	4.3	0.3
	(1.5)	(1.4)	(3.0)	(3.0)	(1.9)	(2.3)	(3.2)	(3.0)	(1.7)	(1.7)	(4.6)	(1.6)
Sometimes	17.4	15.6	26.3	11.3	15.3	21.6	13.1	20.8	18.4	17.6	13.1	20.3
	(3.4)	(3.8)	(6.1)	(6.8)	(4.2)	(5.6)	(6.0)	(6.7)	(4.9)	(3.9)	(7.7)	(12.1)
Never	75.0	73.9	64.3	86.0	78.4	67.9	82.2	68.4	73.9	75.7	72.2	73.7
	(3.9)	(4.6)	(6.7)	(7.4)	(4.8)	(6.4)	(6.8)	(7.7)	(5.5)	(4.4)	(10.2)	(13.2)
Number of respondents	466	194	177	95	293	173	135	144	187	357	58	51

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH MULTIPLE HANDICAPS

Home-Care Independence	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage fixing own breakfast or lunch:					
Always	11.4	14.6	0.3	16.0	28.5
	(4.2)	(4.0)	(0.7)	(6.0)	(7.4)
Usually	11.9	7.4	0.9	13.6	16.7
	(4.3)	(2.9)	(1.3)	(5.6)	(6.1)
Sometimes	33.8	30.3	11.9	53.0	47.5
	(6.3)	(5.2)	(4.2)	(8.1)	(8.2)
Never	42.9	47.6	86.8	17.4	7.3
	(6.6)	(5.6)	(4.4)	(6.2)	(4.3)
Number of respondents	175	238	209	110	147
Percentage buying items from a store on his/her own:					
Always	5.7	3.8	0.0	3.4	10.8
	(3.1)	(2.2)	(0.0)	(3.0)	(5.1)
Usually	4.7	5.8	0.8	9.3	8.0
	(2.8)	(2.6)	(1.1)	(4.7)	(4.5)
Sometimes	40.4	30.8	17.6	37.5	53.1
	(6.6)	(5.2)	(5.0)	(7.9)	(8.2)
Never	49.2	59.6	81.6	49.8	28.0
	(6.7)	(5.5)	(5.1)	(8.1)	(7.4)
Number of respondents	175	236	208	110	146
Percentage doing laundry:					
Always	4.1	7.1	0.1	7.9	9.5
	(2.6)	(2.9)	(0.4)	(4.4)	(4.8)
Usually	3.8	2.5	0.1	2.5	6.4
	(2.5)	(1.8)	(0.5)	(2.6)	(4.0)
Sometimes	15.5	20.8	6.8	26.6	26.8
	(4.8)	(4.6)	(3.3)	(7.2)	(7.3)
Never	76.7	69.6	93.0	63.0	57.4
	(5.7)	(5.2)	(3.3)	(7.9)	(8.1)
Number of respondents	175	237	209	109	147

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39C: HOME-CARE INDEPENDENCE OF YOUTH WITH MULTIPLE HANDICAPS

Home-Care Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage fixing own breakfast or lunch:									
Always	9.2	19.6	12.6	16.3	13.2	11.6	9.8	16.5	13.2
	(5.1)	(6.1)	(4.4)	(5.5)	(4.0)	(8.4)	(4.5)	(5.9)	(5.5)
Usually	7.5	9.1	11.9	5.3	9.2	13.9	8.3	8.5	10.3
	(4.7)	(4.4)	(4.3)	(3.4)	(3.4)	(9.1)	(4.2)	(4.4)	(4.9)
Sometimes	32.7	28.8	35.9	29.3	31.8	31.5	20.4	38.2	37.6
	(8.3)	(7.0)	(6.4)	(6.8)	(5.6)	(12.2)	(6.1)	(7.7)	(7.8)
Never	50.5	42.5	39.6	49.0	45.8	42.9	61.5	36.8	39.0
	(8.8)	(7.6)	(6.5)	(7.5)	(6.0)	(13.0)	(7.4)	(7.6)	(7.9)
Number of respondents	116	138	182	110	304	40	137	157	165
Percentage buying items from a store on his/her own:									
Always	6.3	5.1	2.2	11.7	2.8	3.0	6.3	5.3	1.6
	(4.3)	(3.4)	(2.0)	(4.9)	(2.0)	(4.5)	(3.7)	(3.5)	(2.0)
Usually	4.1	3.9	6.1	5.0	5.3	3.1	6.9	3.5	3.6
	(3.5)	(3.0)	(3.2)	(3.3)	(2.7)	(4.5)	(3.9)	(2.9)	(3.0)
Sometimes	30.6	33.4	41.1	15.6	39.6	29.7	22.6	35.0	46.5
	(8.1)	(7.3)	(6.6)	(5.5)	(5.8)	(12.0)	(6.4)	(7.5)	(8.1)
Never	59.0	57.5	50.5	67.7	52.3	64.2	64.2	56.2	48.2
	(8.7)	(7.7)	(6.7)	(7.1)	(6.0)	(12.6)	(7.3)	(7.8)	(8.1)
Number of respondents	116	137	181	108	303	40	136	157	164
Percentage doing laundry:									
Always	6.7	5.9	1.7	14.0	2.4	3.0	10.2	3.1	0.9
	(4.4)	(3.6)	(1.7)	(5.2)	(1.8)	(4.5)	(4.6)	(2.7)	(1.5)
Usually	0.3	5.2	4.0	2.3	3.3	1.6	3.2	3.5	1.7
	(1.0)	(3.4)	(2.6)	(2.3)	(2.1)	(3.3)	(2.7)	(2.9)	(2.1)
Sometimes	7.4	25.3	19.8	11.0	18.8	17.3	8.9	22.1	22.2
	(4.6)	(6.7)	(5.3)	(4.7)	(4.7)	(9.9)	(4.3)	(6.5)	(6.7)
Never	85.5	63.6	74.6	72.6	75.4	78.2	77.7	71.3	75.2
	(6.2)	(7.4)	(5.8)	(6.7)	(5.1)	(10.9)	(6.3)	(7.1)	(7.0)
Number of respondents	116	138	182	109	304	40	137	157	165

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39A: HOME-CARE INDEPENDENCE OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Home-Care Independence	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage straightening up own living area:												
Always	30.9	25.3	34.3	34.2	34.3	23.8	44.5	22.2	25.6	30.8	20.2	42.5
	(4.2)	(4.6)	(6.6)	(10.1)	(5.5)	(5.8)	(8.9)	(6.9)	(5.5)	(4.7)	(9.1)	(14.9)
Usually	8.2	9.0	13.1	2.7	8.7	7.1	5.4	12.1	7.4	8.3	5.5	10.2
	(2.5)	(3.0)	(4.7)	(3.5)	(3.3)	(3.5)	(4.0)	(5.4)	(3.3)	(2.8)	(5.2)	(9.1)
Sometimes	24.2	29.0	25.3	17.6	24.3	23.9	12.1	28.9	31.2	22.6	28.3	28.6
	(3.8)	(4.8)	(6.0)	(8.1)	(5.0)	(5.8)	(5.8)	(7.5)	(5.8)	(4.3)	(10.3)	(13.6)
Never	36.8	36.7	27.3	45.5	32.7	45.2	38.0	36.8	35.7	38.3	46.0	18.7
	(4.3)	(5.1)	(6.2)	(10.6)	(5.4)	(6.8)	(8.6)	(8.0)	(6.0)	(5.0)	(11.3)	(11.7)
Number of respondents	466	194	177	95	293	173	135	144	187	357	58	51
Average overall home-care independence score:*												
4 to 8	69.3	72.7	54.3	79.0	68.7	70.4	72.1	66.8	68.8	69.9	71.4	63.5
	(4.2)	(4.7)	(6.9)	(8.7)	(5.4)	(6.3)	(8.0)	(7.8)	(5.8)	(4.7)	(10.3)	(14.6)
9 to 12	25.7	18.6	41.4	19.5	26.7	23.6	25.8	28.0	23.7	27.2	12.3	31.1
	(3.9)	(4.1)	(6.8)	(8.5)	(5.1)	(5.9)	(7.8)	(7.4)	(5.3)	(4.6)	(7.5)	(14.0)
13 to 15	3.5	4.7	4.2	1.5	3.4	3.6	1.4	2.4	6.3	1.7	11.5	5.4
	(1.7)	(2.2)	(2.8)	(2.6)	(2.1)	(2.6)	(2.1)	(2.6)	(3.0)	(1.3)	(7.3)	(6.8)
16	1.6	4.0	0.1	0.0	1.1	2.4	0.6	2.8	1.3	1.2	4.8	0.0
	(1.1)	(2.1)	(0.5)	(0.0)	(1.2)	(2.1)	(1.4)	(2.8)	(1.4)	(1.1)	(4.9)	(0.0)
Number of respondents	463	192	176	95	292	171	134	143	186	355	58	50

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39B: HOME-CARE INDEPENDENCE OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Home-Care Independence	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage straightening up own living area:					
Always	32.5	25.8	2.7	41.4	61.8
	(6.3)	(4.9)	(2.1)	(8.1)	(8.0)
Usually	4.3	18.1	4.4	15.6	9.6
	(2.7)	(4.3)	(2.7)	(5.9)	(4.9)
Sometimes	27.7	22.8	21.8	36.9	21.5
	(6.0)	(4.7)	(5.4)	(7.9)	(6.8)
Never	35.5	33.3	71.1	6.1	7.0
	(6.4)	(5.3)	(5.9)	(3.9)	(4.2)
Number of respondents	175	237	209	109	147
Average overall home-care independence score:*					
4 to 8	67.6	66.7	97.9	57.2	38.1
	(6.3)	(5.3)	(1.9)	(8.1)	(8.0)
9 to 12	27.1	27.4	2.1	34.6	51.8
	(5.9)	(5.1)	(1.9)	(7.8)	(8.3)
13 to 15	3.1	5.7	0.0	8.2	5.8
	(2.3)	(2.6)	(0.0)	(4.5)	(3.9)
16	2.2	0.1	0.0	0.0	4.2
	(2.0)	(0.4)	(0.0)	(0.0)	(3.3)
Number of respondents	175	235	208	109	146

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 39C: HOME-CARE INDEPENDENCE OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Home-Care Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage straightening up own living area:									
Always	25.8	33.8	36.2	30.6	28.9	43.0	23.1	39.4	29.5
	(7.7)	(7.3)	(6.4)	(7.0)	(5.4)	(13.0)	(6.4)	(7.7)	(7.4)
Usually	4.9	9.4	12.4	6.8	9.6	1.0	4.3	10.8	9.7
	(3.8)	(4.5)	(4.4)	(3.8)	(3.5)	(2.7)	(3.1)	(4.9)	(4.8)
Sometimes	25.7	22.1	23.2	23.0	23.1	30.4	26.1	18.6	29.7
	(7.7)	(6.4)	(5.6)	(6.3)	(5.0)	(12.1)	(6.7)	(6.1)	(7.4)
Never	43.7	34.7	28.1	39.6	38.4	25.6	46.5	31.1	31.1
	(8.8)	(7.4)	(6.0)	(7.4)	(5.8)	(11.5)	(7.6)	(7.3)	(7.5)
Number of respondents	116	138	182	109	304	40	137	157	165
Average overall home-care independence score:*									
4 to 8	78.3	64.2	62.3	69.5	69.6	69.0	74.6	65.3	67.3
	(7.3)	(7.4)	(6.5)	(7.0)	(5.5)	(12.2)	(6.7)	(7.5)	(7.6)
9 to 12	14.6	30.6	34.7	16.9	27.4	28.0	16.5	29.9	31.7
	(6.2)	(7.2)	(6.4)	(5.7)	(5.3)	(11.8)	(5.7)	(7.2)	(7.5)
13 to 15	4.4	3.8	2.6	9.7	2.3	0.5	6.6	3.3	0.2
	(3.6)	(3.0)	(2.1)	(4.5)	(1.8)	(1.8)	(3.8)	(2.8)	(0.8)
16	2.7	1.4	0.4	3.9	0.7	2.5	2.3	1.5	0.8
	(2.9)	(1.8)	(0.8)	(2.9)	(1.0)	(4.1)	(2.3)	(1.9)	(1.4)
Number of respondents	116	137	181	107	303	40	136	157	164

* The home-care independence scale is formed by summing responses to the items related to shopping, cleaning, fixing meals, and doing laundry, which were assigned a value ranging from 1 (youth were reported to do it "never") to 4 (youth were reported to do it "always"). Summing the items produces a scale with values from 4 to 16.

Source: Parent interviews. Items apply only to youth still living with the parent/guardian. See Table 38.

Table 40A: FINANCIAL INDEPENDENCE OF YOUTH WITH MULTIPLE HANDICAPS

Financial Independence	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of in-school youth receiving allowance or other money they control	49.2	47.1	59.5	49.1	52.7	42.8	41.5	61.6	43.9	49.2	---	---
	(4.6)	(5.8)	(7.7)	(13.0)	(6.0)	(7.1)	(8.3)	(7.7)	(7.5)	(4.6)		
Number of respondents	422	141	98	40	261	161	150	146	126	422	0	0
Percentage of out-of-school youth who had:												
Savings account	30.6	17.5	33.3	---	32.2	27.4	---	---	31.1	---	33.0	29.2
	(8.9)	(11.5)	(14.3)		(11.5)	(13.7)			(8.4)		(14.5)	(11.6)
Checking account	4.2	0.0	4.8	---	3.4	5.7	---	---	2.7	---	0.5	6.3
	(3.9)	(0.0)	(6.5)		(4.5)	(7.1)			(2.9)		(2.2)	(6.2)
Other investments	1.9	0.0	4.8	---	0.0	5.6	---	---	2.1	---	0.0	3.0
	(2.6)	(0.0)	(6.5)		(0.0)	(7.1)			(2.6)		(0.0)	(4.4)
Credit card in own name	0.0	0.0	0.0	---	0.0	0.0	---	---	0.0	---	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)			(0.0)		(0.0)	(0.0)
None of these	63.0	80.7	57.1	---	63.9	61.3	---	---	63.8	---	66.5	61.1
	(9.3)	(11.7)	(15.1)		(11.7)	(15.0)			(8.6)		(14.5)	(12.4)
Number of respondents	97	21	26	12	62	35	1	7	89	0	35	62
Percentage of out-of-school youth living independently who received financial support from family for living expenses	26.2	---	---	---	---	---	---	---	25.3	---	---	25.8
	(18.2)								(16.6)			(20.7)
Number of respondents	21	1	7	2	12	9	0	1	20	0	3	18

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 408: FINANCIAL INDEPENDENCE OF YOUTH WITH MULTIPLE HANDICAPS

Financial Independence	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage of in-school youth receiving allowance or other money they control	57.4	44.2	28.6	55.1	75.8
	(7.1)	(5.9)	(6.0)	(8.6)	(7.4)
Number of respondents	149	227	194	99	129
Percentage of out-of-school youth who had:					
Savings account	49.1	8.3	17.8	39.4	44.0
	(15.5)	(6.8)	(10.7)	(16.5)	(18.8)
Checking account	0.0	10.5	3.9	1.5	7.2
	(0.0)	(7.5)	(5.4)	(4.1)	(9.8)
Other investments	0.0	4.8	4.1	0.0	0.0
	(0.0)	(5.2)	(5.5)	(0.0)	(0.0)
Credit card in own name	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
None of these	50.9	76.5	74.3	59.1	48.7
	(15.5)	(10.4)	(12.2)	(16.6)	(18.9)
Number of respondents	32	53	44	26	27
Percentage of out-of-school youth living independently who received financial support from family for living expenses	---	---	---	---	---
Number of respondents	7	11	11	6	4

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 40C: FINANCIAL INDEPENDENCE OF YOUTH WITH MULTIPLE HANDICAPS

Financial Independence	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of in-school youth receiving allowance or other money they control	48.6	51.0	55.8	38.6	54.7	41.4	36.8	53.8	58.1
	(9.9)	(8.6)	(7.0)	(7.7)	(6.0)	(14.1)	(8.3)	(8.6)	(8.1)
Number of respondents	92	111	175	97	280	33	106	132	158
Percentage of out-of-school youth who had:									
Savings account	18.5	29.4	43.3	1.1	41.9	---	1.0	49.2	37.7
	(15.1)	(15.9)	(16.5)	(3.6)	(12.1)		(3.7)	(16.5)	(18.9)
Checking account	7.5	1.0	1.1	0.7	5.8	---	0.6	1.4	11.2
	(10.2)	(3.4)	(3.5)	(2.8)	(5.7)		(2.8)	(3.9)	(12.3)
Other investments	0.8	0.0	0.0	8.0	0.3	---	0.0	0.6	0.0
	(3.4)	(0.0)	(0.0)	(9.2)	(1.3)		(0.0)	(2.6)	(0.0)
Credit card in own name	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
None of these	73.2	69.7	55.6	88.2	52.0	---	98.4	48.8	51.0
	(17.2)	(16.0)	(16.5)	(10.7)	(12.2)		(4.6)	(16.5)	(19.5)
Number of respondents	24	27	31	21	68	6	23	36	28
Percentage of out-of-school youth living independently who received financial support from family for living expenses	---	---	---	---	34.4 (24.8)	---	---	---	---
Number of respondents	2	4	8	4	15	1	4	7	3

Source: Parent interviews. See Appendix for percentage of youth that were in secondary school or out of secondary school.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH MULTIPLE HANDICAPS

Social Experiences	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In School	Out 1 year or less	Out 1 - 2 Years
Percentage getting together with friends:												
Less than once a week	42.6	38.2	37.7	48.6	40.1	47.3	44.9	44.7	39.4	43.6	53.1	23.8
	(3.9)	(5.1)	(6.7)	(10.5)	(4.9)	(6.2)	(8.0)	(7.0)	(5.4)	(4.5)	(10.2)	(9.8)
Once a week	17.9	16.2	24.6	11.1	17.5	18.5	17.4	16.1	19.4	17.2	21.3	17.3
	(3.0)	(3.9)	(5.9)	(6.6)	(3.8)	(4.9)	(6.1)	(5.2)	(4.4)	(3.4)	(8.4)	(8.7)
2 to 3 times a week	17.8	20.8	19.4	18.4	17.5	18.5	12.4	18.0	22.1	16.6	11.3	33.5
	(3.0)	(4.3)	(5.4)	(8.1)	(3.8)	(4.8)	(5.3)	(5.4)	(4.6)	(3.4)	(6.5)	(10.9)
4 to 5 times a week	7.8	6.2	6.6	6.5	9.4	4.7	12.3	7.6	4.4	7.6	3.9	13.9
	(2.1)	(2.5)	(3.4)	(5.2)	(2.9)	(2.6)	(5.2)	(3.7)	(2.3)	(2.4)	(4.0)	(8.0)
More than 5 times a week	13.9	18.5	11.8	15.5	15.5	11.0	13.1	13.7	14.7	15.1	10.4	11.5
	(2.7)	(4.1)	(4.4)	(7.6)	(3.6)	(3.9)	(5.4)	(4.8)	(3.9)	(3.3)	(6.2)	(7.3)
Number of respondents	557	176	131	60	347	210	157	164	236	411	79	67
Percentage belonging to:												
No school/community group	70.8	73.6	70.8	65.3	69.5	73.1	70.8	66.0	74.2	65.9	89.4	77.0
	(3.6)	(4.6)	(6.1)	(10.0)	(4.7)	(5.5)	(7.5)	(7.0)	(4.7)	(4.3)	(6.3)	(10.0)
Sports team	16.0	14.0	15.1	19.1	19.0	10.2	14.9	22.7	12.0	19.7	3.6	8.9
	(2.9)	(3.6)	(4.8)	(8.3)	(4.0)	(3.8)	(5.9)	(6.2)	(3.5)	(3.6)	(3.8)	(6.9)
Performing group	1.4	1.7	1.1	0.5	0.9	2.4	0.6	3.6	0.4	1.9	0.1	0.0
	(0.9)	(1.3)	(1.4)	(1.5)	(1.0)	(1.9)	(1.3)	(2.8)	(0.7)	(1.3)	(0.7)	(0.0)
Community/church group	11.2	8.7	18.3	9.5	11.0	11.5	11.2	9.0	12.7	12.7	0.3	15.0
	(2.5)	(3.0)	(5.2)	(6.2)	(3.2)	(4.0)	(5.2)	(4.3)	(3.6)	(3.1)	(1.0)	(8.7)
School subject club	0.4	0.0	0.0	0.5	0.4	0.4	0.1	1.4	0.0	0.6	0.0	0.0
	(0.5)	(0.0)	(0.0)	(1.5)	(0.7)	(0.8)	(0.6)	(1.7)	(0.0)	(0.7)	(0.0)	(0.0)
Fraternity/sorority or other social club	5.1	10.3	3.1	6.6	6.2	2.8	0.0	10.7	5.1	0.0	7.5	2.4
	(3.5)	(7.1)	(4.7)	(8.9)	(4.8)	(4.2)	(0.0)	(13.6)	(3.4)	(0.0)	(5.5)	(3.7)
Hobby club	1.4	0.1	5.3	0.0	0.7	2.7	1.4	1.0	1.9	1.4	0.0	0.0
	(1.1)	(0.3)	(3.5)	(0.0)	(1.0)	(2.3)	(2.0)	(1.6)	(2.1)	(1.1)	(0.0)	(0.0)
Student government	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Volunteer service group	0.6	0.0	0.0	2.1	0.9	0.1	0.1	0.1	1.4	0.1	3.6	0.3
	(0.6)	(0.0)	(0.0)	(3.0)	(1.0)	(0.4)	(0.5)	(0.4)	(1.3)	(0.2)	(3.8)	(1.2)
Vocational club	1.1	0.0	0.0	4.0	0.0	3.1	3.4	0.1	0.1	1.5	0.0	0.0
	(0.8)	(0.0)	(0.0)	(4.1)	(0.2)	(2.2)	(3.0)	(0.4)	(0.3)	(1.1)	(0.0)	(0.0)
Other	2.5	3.0	1.6	1.2	1.8	3.7	0.5	4.7	2.3	2.7	2.2	1.1
	(1.2)	(1.8)	(1.7)	(2.3)	(1.4)	(2.4)	(1.1)	(3.2)	(1.6)	(1.5)	(3.0)	(2.5)
Number of respondents	573	178	132	61	359	214	158	166	249	422	80	71

Source: Parent interviews.

Table 418: SOCIAL EXPERIENCES OF YOUTH WITH MULTIPLE HANDICAPS

Social Experiences	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage getting together with friends:					
Less than once a week	40.7	40.4	57.2	39.9	22.3
	(6.0)	(5.1)	(5.4)	(7.5)	(6.2)
Once a week	17.0	22.7	14.7	22.5	20.2
	(4.6)	(4.3)	(3.9)	(6.3)	(6.0)
2 to 3 times a week	18.4	19.5	16.8	23.9	16.3
	(4.7)	(4.1)	(4.1)	(6.5)	(5.5)
4 to 5 times a week	8.4	4.4	3.4	2.7	16.9
	(3.4)	(2.1)	(2.0)	(2.5)	(5.6)
More than 5 times a week	15.5	13.0	7.9	11.0	24.3
	(4.4)	(3.5)	(3.0)	(4.8)	(6.4)
Number of respondents	200	296	265	129	163
Percentage belonging to:					
No school/community group	67.4	71.3	78.7	61.1	63.2
	(5.8)	(4.6)	(4.6)	(7.3)	(7.4)
Sports team	17.4	17.5	9.9	23.7	21.7
	(4.7)	(3.9)	(3.4)	(6.3)	(6.4)
Performing group	1.1	2.5	0.1	1.4	3.4
	(1.3)	(1.6)	(0.4)	(1.8)	(2.8)
Community/church group	11.6	11.5	8.5	18.2	11.8
	(4.0)	(3.3)	(3.1)	(5.7)	(5.0)
School subject club	0.3	0.9	0.0	0.2	1.2
	(0.6)	(0.9)	(0.0)	(0.7)	(1.7)
Fraternity/sorority or other social club	6.5	6.3	0.2	13.7	9.3
	(6.1)	(5.1)	(1.0)	(10.0)	(9.7)
Hobby club	0.5	3.2	1.2	1.9	1.5
	(1.1)	(2.1)	(1.4)	(2.4)	(2.2)
Student government	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Volunteer service group	1.1	0.2	0.0	0.0	1.8
	(1.3)	(0.5)	(0.2)	(0.0)	(2.1)
Vocational club	2.0	0.2	2.0	0.2	0.1
	(1.8)	(0.4)	(1.6)	(0.6)	(0.4)
Other	1.9	3.1	1.6	1.6	4.4
	(1.7)	(1.8)	(1.4)	(1.9)	(3.2)
Number of respondents	200	305	272	134	166

Source: Parent interviews

Table 41C: SOCIAL EXPERIENCES OF YOUTH WITH MULTIPLE HANDICAPS

Social Experiences	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage getting together with friends:									
Less than once a week	45.4	38.4	40.6	34.8	44.8	47.2	51.5	35.0	39.2
	(7.9)	(7.1)	(6.1)	(6.6)	(5.0)	(12.3)	(7.4)	(6.3)	(7.2)
Once a week	16.6	17.6	21.8	21.9	18.5	8.6	12.6	23.9	17.6
	(5.9)	(5.5)	(5.2)	(5.7)	(3.9)	(6.9)	(4.9)	(5.6)	(5.6)
2 to 3 times a week	18.2	15.8	20.3	21.8	15.8	15.9	17.4	16.0	20.4
	(6.2)	(5.3)	(5.0)	(5.7)	(3.7)	(9.0)	(5.6)	(4.8)	(6.0)
4 to 5 times a week	2.4	14.0	6.7	4.9	9.9	3.4	2.6	9.5	11.6
	(2.5)	(5.0)	(3.1)	(3.0)	(3.0)	(4.4)	(2.3)	(3.9)	(4.8)
More than 5 times a week	17.3	14.3	10.6	16.5	11.1	24.9	15.8	15.6	11.2
	(6.0)	(5.1)	(3.8)	(5.1)	(3.2)	(10.6)	(5.4)	(4.8)	(4.7)
Number of respondents	122	157	219	127	369	45	147	181	193
Percentage belonging to:									
No school/community group	77.5	66.5	63.9	80.4	67.6	74.7	79.1	57.3	72.9
	(7.1)	(6.8)	(6.0)	(5.5)	(4.8)	(10.4)	(5.9)	(7.1)	(6.5)
Sports team	17.4	13.6	22.6	12.9	14.9	23.9	13.8	23.6	12.7
	(6.5)	(4.9)	(5.2)	(4.6)	(3.7)	(10.2)	(5.1)	(6.1)	(4.9)
Performing group	0.2	1.4	3.5	0.9	1.6	0.0	0.3	2.7	1.5
	(0.8)	(1.7)	(2.3)	(1.3)	(1.3)	(0.0)	(0.8)	(2.3)	(1.8)
Community/church group	3.6	13.9	16.5	7.8	14.8	0.0	6.2	13.1	15.7
	(3.2)	(5.0)	(4.6)	(3.7)	(3.7)	(0.0)	(3.5)	(4.9)	(5.4)
School subject club	0.1	0.0	1.6	0.0	0.7	0.0	0.5	0.1	0.9
	(0.6)	(0.0)	(1.5)	(0.0)	(0.8)	(0.0)	(1.0)	(0.5)	(1.4)
Fraternity/sorority or other social club	0.5	10.2	2.3	0.0	5.7	4.5	2.3	4.8	11.3
	(2.4)	(7.9)	(4.2)	(0.0)	(4.7)	(9.9)	(4.2)	(5.7)	(10.9)
Hobby club	0.1	0.9	2.3	0.0	2.3	0.0	0.0	0.8	2.3
	(0.8)	(1.6)	(2.1)	(0.0)	(1.8)	(0.0)	(0.0)	(1.6)	(2.5)
Student government	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Volunteer service group	0.1	1.8	0.1	0.0	1.0	0.0	0.1	0.1	2.0
	(0.6)	(1.9)	(0.3)	(0.0)	(1.0)	(0.0)	(0.4)	(0.4)	(2.1)
Vocational club	0.0	3.2	0.1	0.0	1.7	0.0	0.0	3.0	0.2
	(0.0)	(2.6)	(0.4)	(0.0)	(1.3)	(0.0)	(0.0)	(2.5)	(0.7)
Other	2.4	2.4	2.7	1.8	2.7	2.7	1.9	3.6	2.0
	(2.6)	(2.2)	(2.0)	(1.9)	(1.7)	(3.9)	(2.0)	(2.7)	(2.1)
Number of respondents	127	159	222	128	382	47	149	188	196

Source: Parent interviews.

Table 41A: SOCIAL EXPERIENCES OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Social Experiences	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage ever arrested	2.4	4.9	2.1	0.8	3.2	0.7	3.0	4.1	0.7	3.0	0.0	1.8
	(1.2)	(2.2)	(2.0)	(1.9)	(1.8)	(1.1)	(2.8)	(2.9)	(0.9)	(1.5)	(0.0)	(3.2)
Number of respondents	577	180	133	61	362	215	158	168	251	424	82	71
Percentage of out-of-school youth who were:*												
Single, never married	100	100	100	---	100	100	---	---	100	---	100	100
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)			(0.0)		(0.0)	(0.0)
Engaged	0.0	0.0	0.0	---	0.0	0.0	---	---	0.0	---	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)			(0.0)		(0.0)	(0.0)
Married	0.0	0.0	0.0	---	0.0	0.0	---	---	0.0	---	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)			(0.0)		(0.0)	(0.0)
Divorced/separated	0.0	0.0	0.0	---	0.0	0.0	---	---	0.0	---	0.0	0.0
	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)			(0.0)		(0.0)	(0.0)
Number of respondents	99	23	26	12	63	36	1	7	91	0	35	64

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 418: SOCIAL EXPERIENCES OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Social Experiences	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage ever arrested	2.6	2.7	0.0	3.4	5.5
	(1.9)	(1.7)	(0.0)	(2.7)	(3.5)
Number of respondents	203	306	273	135	168
Percentage of out-of-school youth who were:*					
Single, never married	100	100	100	100	100
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Engaged	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Married	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Divorced/separated	0.0	0.0	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Number of respondents	32	54	44	26	27

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 41C: SOCIAL EXPERIENCES OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Social Experiences	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage ever arrested	4.3	2.2	0.7	4.5	1.9	0.6	1.7	3.2	2.4
	(3.4)	(2.1)	(1.0)	(2.9)	(1.4)	(1.9)	(1.9)	(2.5)	(2.2)
Number of respondents	129	160	222	129	384	47	151	189	196
Percentage of out-of-school youth who were:*									
Single, never married	100	100	100	100	100	---	100	100	100
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Engaged	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Married	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Divorced/separated	0.0	0.0	0.0	0.0	0.0	---	0.0	0.0	0.0
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)		(0.0)	(0.0)	(0.0)
Number of respondents	24	27	31	22	68	7	23	36	28

* See Appendix for percentage of youth that were out of secondary school.

Source: Parent interviews.

Table 42A: POSTSECONDARY EDUCATION OF YOUTH WITH MULTIPLE HANDICAPS

Postsecondary Education	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage taking any post-secondary education course in the past year	3.1	5.5	1.9	0.0	2.8	3.8	---	3.1	3.9	---	2.6	3.8
	(2.6)	(5.0)	(3.5)	(0.0)	(3.1)	(4.6)		(6.8)	(2.9)		(3.2)	(4.3)
Number of respondents	161	40	36	22	104	57	10	24	127	0	80	78
Percentage taking in past year:												
Postsecondary vocational courses	1.0	0.0	2.0	0.0	1.3	0.4	---	4.2	0.5	---	1.2	0.9
	(1.6)	(0.0)	(3.7)	(0.0)	(2.3)	(1.7)		(9.3)	(1.1)		(2.3)	(2.4)
2-year college courses	2.2	3.0	0.0	0.0	2.5	1.7	---	0.0	2.6	---	0.6	4.0
	(2.4)	(3.9)	(0.0)	(0.0)	(3.1)	(3.4)		(0.0)	(2.5)		(1.7)	(4.8)
4-year college courses	0.7	2.7	0.0	0.0	0.0	2.3	---	0.0	1.0	---	1.2	0.2
	(1.2)	(3.6)	(0.0)	(0.0)	(0.0)	(3.6)		(0.0)	(1.5)		(2.2)	(1.1)
Number of respondents	142	37	33	18	93	49	5	17	120	0	71	68
Average number courses taken in the past year by students in a:												
Postsecondary vocational program	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	3	0	1	0	2	1	0	1	2	0	1	2
2-year college	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	5	2	0	0	4	1	0	0	5	0	2	3
4-year college	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	2	1	0	0	0	2	0	0	2	0	1	1
Percentage taking courses in the past year who earned a:												
Postsecondary vocational degree/license	---	---	---	---	---	---	---	---	---	---	---	---
2-year college degree/license	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	3	2	1	0	2	1	0	1	2	0	1	2
Percentage with postsecondary grade point average												
3.25 to 4.0	---	---	---	---	---	---	---	---	---	---	---	---
2.75 to 3.24	---	---	---	---	---	---	---	---	---	---	---	---
2.25 to 2.74	---	---	---	---	---	---	---	---	---	---	---	---
1.75 to 2.24	---	---	---	---	---	---	---	---	---	---	---	---
1.74 or lower	---	---	---	---	---	---	---	---	---	---	---	---
Number of respondents	11	5	1	0	8	3	0	2	9	0	5	5

Source: Parent interviews.

Table 42B: POSTSECONDARY EDUCATION OF YOUTH WITH MULTIPLE HANDICAPS

Postsecondary Education	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage taking any post-secondary education course in the past year	2.6 (3.7)	3.2 (3.6)	2.9 (3.6)	6.6 (7.1)	2.0 (4.3)
Number of respondents	56	79	76	36	41
Percentage taking in past year					
Postsecondary vocational courses	1.2 (2.7)	1.3 (2.4)	0.0 (0.0)	2.8 (4.9)	1.7 (4.3)
2-year college courses	0.5 (1.8)	2.1 (3.0)	3.8 (4.4)	0.3 (1.7)	1.4 (3.9)
4-year college courses	1.3 (2.6)	0.4 (1.2)	0.0 (0.0)	3.6 (5.4)	0.3 (1.8)
Number of respondents	49	73	66	34	35
Average number courses taken in the past year by students in a					
Postsecondary vocational program	---	---	---	---	---
Number of respondents	1	2	0	1	2
2-year college	---	---	---	---	---
Number of respondents	1	1	2	1	2
4-year college	---	---	---	---	---
Number of respondents	1	1	0	1	1
Percentage taking courses in the past year who earned a					
Postsecondary vocational degree/license	---	---	---	---	---
2-year college degree/license	---	---	---	---	---
Number of respondents	1	2	2	1	2
Percentage with postsecondary grade point average					
3.25 to 4.0	---	---	---	---	---
2.75 to 3.24	---	---	---	---	---
2.25 to 2.74	---	---	---	---	---
1.75 to 2.24	---	---	---	---	---
1.74 or lower	---	---	---	---	---
Number of respondents	4	6	4	2	5

Source: Parent interviews

Table 42C: POSTSECONDARY EDUCATION OF YOUTH WITH MULTIPLE HANDICAPS

Postsecondary Education	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage taking any post-secondary education course in the past year	1.7	3.5	8.2	5.7	2.8	---	0.6	3.0	8.6
	(4.0)	(4.8)	(7.4)	(6.5)	(3.2)		(2.0)	(4.4)	(9.5)
Number of respondents	37	49	47	31	107	14	45	58	37
Percentage taking in past year:									
Postsecondary vocational courses	1.6	0.0	2.6	2.3	0.9	---	0.0	1.6	2.2
	(4.0)	(0.0)	(4.6)	(4.3)	(2.0)		(0.0)	(3.5)	(5.1)
2-year college courses	0.5	2.6	6.1	0.0	3.1	---	0.7	2.4	5.1
	(2.2)	(4.5)	(6.8)	(0.0)	(3.6)		(2.4)	(4.3)	(7.7)
4-year college courses	0.4	1.7	0.0	4.2	0.0	---	0.0	0.4	2.5
	(1.9)	(3.4)	(0.0)	(5.6)	(0.0)		(0.0)	(1.5)	(5.3)
Number of respondents	35	42	42	29	93	12	40	50	35
Average number courses taken in the past year by students in a:									
Postsecondary vocational program	---	---	---	---	---	---	---	---	---
Number of respondents	2	0	1	2	1	0	0	2	1
2-year college	---	---	---	---	---	---	---	---	---
Number of respondents	1	2	2	0	4	1	1	2	2
4-year college	---	---	---	---	---	---	---	---	---
Number of respondents	1	1	0	2	0	0	0	1	1
Percentage taking courses in the past year who earned a									
Postsecondary vocational degree/license	---	---	---	---	---	---	---	---	---
2-year college degree/license	---	---	---	---	---	---	---	---	---
Number of respondents	1	2	1	2	1	1	1	2	1
Percentage with postsecondary grade point average:									
3.25 to 4.0	---	---	---	---	---	---	---	---	---
2.75 to 3.24	---	---	---	---	---	---	---	---	---
2.25 to 2.74	---	---	---	---	---	---	---	---	---
1.75 to 2.24	---	---	---	---	---	---	---	---	---
1.74 or lower	---	---	---	---	---	---	---	---	---
Number of respondents	5	3	3	3	7	1	2	6	3

Source: Parent interviews.

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - ? Years
Percentage of youth working for pay in past year	32.1	21.5	47.9	32.7	34.0	28.3	21.8	37.0	36.4	31.6	28.6	37.8
	(3.7)	(4.2)	(6.6)	(9.8)	(4.8)	(5.6)	(6.8)	(7.1)	(5.1)	(4.2)	(9.0)	(11.3)
Number of respondents	585	182	137	62	367	218	159	170	256	427	83	75
Percentage of youth who currently had:												
No employment	68.3	76.9	53.5	65.7	66.8	71.1	81.2	58.7	64.8	64.1	69.5	81.6
	(3.6)	(4.3)	(6.4)	(10.0)	(4.6)	(5.5)	(6.2)	(7.2)	(4.9)	(4.4)	(8.7)	(7.6)
Volunteer work only	4.5	4.0	5.7	6.6	5.3	2.9	2.1	5.3	5.7	4.1	8.9	2.3
	(1.6)	(2.0)	(3.0)	(5.2)	(2.2)	(2.0)	(2.3)	(3.3)	(2.4)	(1.8)	(5.4)	(3.0)
Workstudy only	15.1	11.4	25.3	12.6	15.3	14.8	6.5	27.3	13.6	21.8	5.5	0.0
	(2.7)	(3.2)	(5.6)	(7.0)	(3.5)	(4.3)	(3.9)	(6.5)	(3.5)	(3.8)	(4.3)	(0.0)
Sheltered work only	3.8	1.4	3.7	4.0	3.3	4.7	0.0	0.6	8.7	1.4	5.9	10.3
	(1.5)	(1.2)	(2.4)	(4.1)	(1.8)	(2.6)	(0.0)	(1.2)	(2.9)	(1.1)	(4.5)	(6.0)
Part time competitive work	6.3	5.7	5.8	9.7	7.2	4.6	7.8	6.3	5.1	7.3	4.4	4.4
	(1.9)	(2.4)	(3.0)	(6.2)	(2.5)	(2.5)	(4.3)	(3.6)	(2.2)	(2.4)	(3.9)	(4.1)
Full time competitive work	2.0	0.7	6.0	1.4	2.1	1.8	2.3	1.8	2.0	1.4	5.8	1.3
	(1.1)	(0.8)	(3.1)	(2.4)	(1.4)	(1.6)	(2.4)	(1.9)	(1.4)	(1.1)	(4.4)	(2.2)
Number of respondents	620	185	149	62	387	233	169	175	276	425	91	104
Percentage of employed youth with:												
1 paid job	98.8	96.6	100	---	98.2	100	---	96.9	100	97.8	100	100
	(2.4)	(5.9)	(0.0)		(3.7)	(0.0)		(5.8)	(0.0)	(5.0)	(0.0)	(0.0)
2 or more paid jobs	1.2	3.4	0.0	---	1.8	0.0	---	3.1	0.0	2.2	0.0	0.0
	(2.4)	(5.9)	(0.0)		(3.7)	(0.0)		(5.8)	(0.0)	(5.0)	(0.0)	(0.0)
Number of respondents	83	17	19	14	57	26	12	21	50	40	20	23
Percentage with paid job earning an hourly rate of												
< $3.00	35.4	---	44.0	---	39.4	---	---	10.6	35.3	37.8	26.7	---
	(10.5)		(18.8)		(12.5)			(11.2)	(14.0)	(15.1)	(17.5)	
$3.00 to $3.99	33.3	---	34.7	---	31.0	---	---	40.3	33.3	37.3	44.8	---
	(10.4)		(18.0)		(11.9)			(17.8)	(13.8)	(15.0)	(19.7)	
$4.00 to $4.99	7.9	---	11.6	---	8.4	---	---	17.6	5.8	6.6	12.4	---
	(5.9)		(12.1)		(7.1)			(13.8)	(6.8)	(7.7)	(13.1)	
$5.00 or more	23.4	---	9.7	---	21.2	---	---	31.5	25.6	18.3	16.1	---
	(9.3)		(11.2)		(10.5)			(16.9)	(12.8)	(12.0)	(14.5)	
Number of respondents	61	11	16	12	48	13	9	19	33	33	17	11
Average wage of employed youth	3.30	---	2.80	---	3.10	---	---	4.40	3.00	3.30	3.10	---
	(0.50)		(0.50)		(0.50)			(0.80)	(0.60)	(0.60)	(0.60)	
Number of respondents	61	11	16	12	48	13	9	19	33	33	17	11

Source: Parent interviews

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS

Employment Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage of youth working for pay in past year	40.0	28.8	17.0	52.3	43.5
	(6.0)	(4.6)	(4.2)	(7.4)	(7.5)
Number of respondents	206	308	273	135	170
Percentage of youth who currently had:					
No employment	60.2	67.3	79.8	44.1	55.6
	(6.0)	(4.6)	(4.5)	(7.4)	(7.5)
Volunteer work only	6.5	3.1	2.9	4.6	7.7
	(3.0)	(1.7)	(1.9)	(3.1)	(4.0)
Workstudy only	17.9	16.7	12.7	31.4	14.5
	(4.7)	(3.7)	(3.7)	(6.9)	(5.3)
Sheltered work only	3.1	5.3	4.1	6.8	2.6
	(2.1)	(2.2)	(2.2)	(3.7)	(2.4)
Part time competitive work	9.2	5.8	0.2	7.8	16.0
	(3.5)	(2.3)	(0.5)	(4.0)	(5.5)
Full time competitive work	3.1	1.8	0.3	5.2	3.6
	(2.1)	(1.3)	(0.6)	(3.3)	(2.8)
Number of respondents	208	326	273	135	170
Percentage of employed youth with:					
1 paid job	99.0	98.2	100	100	97.9
	(3.0)	(4.0)	(0.0)	(0.0)	(4.7)
2 or more paid jobs	1.0	1.8	0.0	0.0	2.1
	(3.0)	(4.0)	(0.0)	(0.0)	(4.7)
Number of respondents	36	42	17	27	38
Percentage with paid job earning an hourly rate of:					
< $3.00	29.5	42.1	---	35.4	33.5
	(14.2)	(15.4)		(19.1)	(14.5)
$3.00 to $3.99	31.7	36.0	---	38.9	36.8
	(14.5)	(15.0)		(19.4)	(14.9)
$4.00 to $4.99	5.0	12.0	---	6.5	5.1
	(6.8)	(10.1)		(9.8)	(6.8)
$5.00 or more	33.8	9.9	---	19.3	24.7
	(14.7)	(9.3)		(15.7)	(13.3)
Number of respondents	26	33	8	19	32
Average wage of employed youth	3.70	2.70	---	3.20	3.50
	(0.50)	(0.60)		(0.70)	(0.60)
Number of respondents	26	33	8	19	32

Source: Parent interviews

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of youth working for pay in past year	30.3	31.3	41.0	25.1	34.0	28.6	30.6	36.1	33.2
	(7.7)	(6.6)	(6.1)	(5.9)	(4.9)	(10.7)	(6.7)	(6.9)	(6.9)
Number of respondents	130	160	223	130	387	48	151	191	196
Percentage of youth who currently had:									
No employment	73.8	65.4	49.2	78.3	65.2	69.0	67.6	63.2	59.2
	(7.4)	(6.8)	(6.2)	(5.4)	(4.8)	(10.8)	(6.8)	(6.9)	(7.2)
Volunteer work only	1.6	7.3	5.0	0.6	5.6	3.6	5.4	5.5	4.6
	(2.1)	(3.7)	(2.7)	(1.0)	(2.3)	(4.3)	(3.3)	(3.2)	(3.1)
Workstudy only	14.0	15.9	25.5	10.1	16.8	12.3	11.3	21.7	18.2
	(5.8)	(5.2)	(5.4)	(4.0)	(3.7)	(7.7)	(4.6)	(5.9)	(5.7)
Sheltered work only	3.1	0.6	10.7	6.0	3.8	1.3	4.7	2.7	5.8
	(2.9)	(1.1)	(3.8)	(3.1)	(1.9)	(2.6)	(3.1)	(2.3)	(3.4)
Part time competitive work	6.3	9.3	4.0	2.3	6.2	13.8	8.5	5.8	8.4
	(4.1)	(4.2)	(2.4)	(2.0)	(2.4)	(8.1)	(4.0)	(3.3)	(4.1)
Full time competitive work	1.1	1.5	5.5	2.6	2.3	0.0	2.5	1.2	3.8
	(1.8)	(1.8)	(2.8)	(2.1)	(1.5)	(0.0)	(2.3)	(1.5)	(2.8)
Number of respondents	130	160	223	141	411	49	151	191	196
Percentage of employed youth with:									
1 paid job	---	100	96.9	96.7	99.1	---	98.4	100	98.3
		(0.0)	(5.2)	(7.2)	(2.2)		(5.7)	(0.0)	(4.3)
2 or more paid jobs	---	0.0	3.1	3.3	0.9	---	1.6	0.0	1.7
		(0.0)	(5.2)	(7.2)	(2.2)		(5.7)	(0.0)	(4.3)
Number of respondents	13	23	38	16	61	5	23	28	30
Percentage with paid job earning an hourly rate of:									
< $3.00	---	---	46.3	---	34.0	---	58.7	9.0	47.0
			(18.5)		(13.4)		(19.1)	(10.1)	(21.2)
$3.00 to $3.99	---	---	43.1	---	37.4	---	27.3	43.0	37.8
			(18.3)		(13.7)		(17.3)	(17.5)	(20.6)
$4.00 to $4.99	---	---	3.9	---	4.9	---	0.0	15.4	0.0
			(7.2)		(6.1)		(0.0)	(12.7)	(0.0)
$5.00 or more	---	---	6.8	---	23.6	---	14.0	32.6	15.2
			(9.3)		(12.0)		(13.5)	(16.6)	(15.2)
Number of respondents	11	14	29	13	42	4	17	20	22
Average wage of employed youth	---	---	2.70	---	3.50	---	2.40	4.30	2.90
			(0.60)		(0.60)		(0.60)	(0.80)	(0.80)
Number of respondents	11	14	29	13	42	4	17	20	22

Source: Parent interviews

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS (Continued)

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Percentage of employed youth working at:												
Lawn work or odd jobs	10.0	28.4	0.0	---	14.2	0.0	---	10.5	7.4	11.0	0.0	14.0
	(6.4)	(15.7)	(0.0)		(9.1)	(0.0)		(13.1)	(6.5)	(9.3)	(0.0)	(14.9)
Waiter/waitress, busboy, cook	3.9	0.0	2.2	---	1.6	9.2	---	9.4	3.7	3.6	1.1	6.4
	(4.1)	(0.0)	(5.4)		(3.3)	(10.5)		(12.5)	(4.6)	(5.5)	(4.4)	(10.5)
Babysitting/child care	1.5	7.7	0.0	---	2.1	0.0	---	0.0	0.0	2.6	0.0	0.0
	(2.6)	(9.3)	(0.0)		(3.8)	(0.0)		(0.0)	(0.0)	(4.7)	(0.0)	(0.0)
Farm/agricultural work	1.4	8.0	0.0	---	2.0	0.0	---	0.0	0.0	2.4	0.0	0.0
	(2.5)	(9.4)	(0.0)		(3.6)	(0.0)		(0.0)	(0.0)	(4.5)	(0.0)	(0.0)
Factory work	27.2	28.2	25.0	---	17.4	50.2	---	16.4	45.8	15.1	36.5	48.5
	(9.5)	(15.6)	(15.8)		(9.9)	(18.2)		(15.8)	(12.3)	(10.6)	(20.7)	(21.4)
Skilled trade	3.8	0.0	6.6	---	5.2	0.6	---	4.7	5.4	0.2	14.3	5.0
	(4.1)	(0.0)	(9.1)		(5.8)	(2.8)		(9.0)	(5.6)	(1.5)	(15.0)	(9.4)
Other manual labor	18.3	5.5	18.5	---	17.1	21.4	---	18.4	27.8	18.9	17.6	17.6
	(8.2)	(7.9)	(14.2)		(9.8)	(14.9)		(16.6)	(11.0)	(11.6)	(16.3)	(16.3)
Sales, store clerk, cashier	9.8	0.0	28.0	---	10.3	8.6	---	7.3	4.1	10.5	16.4	3.9
	(6.3)	(0.0)	(16.4)		(7.9)	(10.2)		(11.1)	(4.9)	(9.1)	(15.9)	(8.3)
Office/clerical work	3.1	13.4	0.0	---	4.2	0.4	---	0.0	3.3	4.0	4.2	0.5
	(3.7)	(11.8)	(0.0)		(5.3)	(2.3)		(0.0)	(4.4)	(5.8)	(8.6)	(2.9)
Hospital work/health care	4.5	5.3	11.8	---	6.5	0.0	---	15.6	0.0	7.8	0.0	0.0
	(4.4)	(7.8)	(11.8)		(6.4)	(0.0)		(15.5)	(0.0)	(8.0)	(0.0)	(0.0)
Other	17.7	7.0	7.9	---	21.2	9.7	---	20.7	2.4	26.1	9.9	4.0
	(8.1)	(8.9)	(9.9)		(10.7)	(10.8)		(17.3)	(3.8)	(13.0)	(12.8)	(8.4)
Number of respondents	80	16	18	14	55	25	12	20	48	40	18	22
Of youth working for pay, percentage working:												
< 10 hours/week	28.9	35.3	4.5	---	35.4	15.4	---	20.8	16.6	40.3	10.0	19.8
	(10.0)	(16.6)	(7.3)		(13.8)	(11.8)		(13.6)	(9.3)	(17.0)	(11.2)	(14.4)
10 to 21 hours/week	15.0	26.0	18.5	---	9.3	26.9	---	17.0	17.8	24.4	5.1	3.1
	(7.9)	(15.2)	(13.7)		(8.4)	(14.5)		(12.6)	(9.5)	(14.9)	(8.1)	(6.3)
22 to 34 hours/week	29.3	10.1	32.2	---	29.9	27.9	---	30.9	39.1	17.0	31.5	53.5
	(10.0)	(10.5)	(16.4)		(13.2)	(14.6)		(15.5)	(12.1)	(13.0)	(17.2)	(18.0)
35 hours/week or more	26.8	28.6	44.8	---	25.3	29.8	---	31.3	26.5	18.3	53.4	23.6
	(9.8)	(15.7)	(17.5)		(12.5)	(14.9)		(15.5)	(11.0)	(13.4)	(18.5)	(15.4)
Number of respondents	79	15	19	14	54	25	11	21	47	38	20	21
Average hours per week worked by paid workers	23.4	19.7	31.9	---	22.0	26.1	---	24.0	26.1	18.3	33.5	26.1
	(3.0)	(4.8)	(4.3)		(3.6)	(5.2)		(5.5)	(3.4)	(3.9)	(5.3)	(5.5)
Number of respondents	79	15	19	14	54	25	11	21	47	38	20	21

Source: Parent interviews

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS (Continued)

Employment Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Percentage of employed youth working at:					
Lawn work or odd jobs	10.6	9.4	0.0	24.7	8.1
	(9.1)	(8.2)	(0.0)	(15.2)	(8.7)
Waiter/waitress, busboy, cook	6.1	0.5	3.9	0.8	5.2
	(7.1)	(2.0)	(8.7)	(3.2)	(7.1)
Babysitting/child care	2.2	0.5	0.0	0.9	2.2
	(4.3)	(2.0)	(0.0)	(3.3)	(4.7)
Farm/agricultural work	2.3	0.0	0.0	6.5	0.0
	(4.4)	(0.0)	(0.0)	(8.7)	(0.0)
Factory work	22.0	28.0	89.6	34.4	7.1
	(12.3)	(12.6)	(13.7)	(16.7)	(8.2)
Skilled trade	2.2	7.1	0.0	0.8	6.1
	(4.3)	(7.2)	(0.0)	(3.2)	(7.7)
Other manual labor	12.5	30.7	0.0	7.4	28.5
	(9.8)	(12.9)	(0.0)	(9.2)	(14.4)
Sales, store clerk, cashier	15.9	0.3	0.0	12.8	12.0
	(10.8)	(1.6)	(0.0)	(11.7)	(10.4)
Office/clerical work	2.3	4.9	0.7	0.0	5.1
	(4.4)	(6.1)	(3.7)	(0.0)	(7.0)
Hospital work/health care	3.5	7.0	0.0	10.0	0.0
	(5.4)	(7.1)	(0.0)	(10.5)	(0.0)
Other	21.5	13.3	5.9	1.7	27.8
	(12.2)	(9.5)	(10.6)	(4.6)	(14.3)
Number of respondents	35	41	17	24	38
Of youth working for pay, percentage working:					
< 10 hours/week	31.9	27.1	21.8	34.3	28.9
	(14.7)	(13.5)	(16.3)	(16.6)	(14.9)
10 to 21 hours/week	10.0	25.4	14.1	0.0	21.3
	(9.4)	(13.3)	(13.7)	(0.0)	(13.5)
22 to 34 hours/week	23.4	31.3	25.8	32.4	29.1
	(13.3)	(14.1)	(17.3)	(16.3)	(15.0)
35 hours/week or more	34.7	16.2	38.2	33.3	20.8
	(15.0)	(11.2)	(19.2)	(16.4)	(13.4)
Number of respondents	35	41	17	24	38
Average hours per week worked by paid workers	24.3	21.1	25.3	25.2	22.0
	(4.1)	(4.2)	(6.5)	(6.1)	(3.9)
Number of respondents	35	41	17	24	38

Source: Parent interviews.

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS (Continued)

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Percentage of employed youth working at:									
Lawn work or odd jobs	---	4.9	9.3	---	9.9	---	10.3	8.7	11.5
		(8.2)	(8.9)		(7.9)		(11.5)	(10.7)	(12.2)
Waiter/waitress, busboy, cook	---	4.1	7.3	---	4.8	---	3.1	4.4	4.7
		(7.5)	(8.0)		(5.6)		(6.5)	(7.8)	(8.1)
Babysitting/child care	---	0.7	0.0	---	0.3	---	4.5	0.0	0.0
		(3.1)	(0.0)		(1.4)		(7.8)	(0.0)	(0.0)
Farm/agricultural work	---	4.9	0.0	---	2.1	---	4.1	0.0	0.0
		(8.2)	(0.0)		(3.7)		(7.5)	(0.0)	(0.0)
Factory work	---	4.8	52.0	---	29.5	---	21.1	26.9	32.8
		(8.0)	(15.4)		(12.0)		(15.5)	(16.9)	(18.0)
Skilled trade	---	7.9	0.7	---	1.9	---	4.5	7.7	0.7
		(10.2)	(2.6)		(3.6)		(7.8)	(10.1)	(3.2)
Other manual labor	---	43.6	4.4	---	22.0	---	12.9	21.6	22.7
		(18.7)	(6.4)		(10.9)		(12.7)	(15.7)	(16.0)
Sales, store clerk, cashier	---	9.2	19.1	---	14.6	---	4.6	7.7	16.9
		(10.9)	(12.1)		(9.3)		(8.0)	(10.1)	(14.3)
Office/clerical work	---	4.9	4.5	---	3.3	---	2.7	0.4	5.6
		(8.2)	(6.4)		(4.7)		(6.2)	(2.5)	(8.8)
Hospital work/health care	---	0.0	2.4	---	3.2	---	0.0	0.0	5.8
		(0.0)	(4.7)		(4.6)		(0.0)	(0.0)	(8.9)
Other	---	14.9	3.5	---	9.4	---	34.1	22.5	1.0
		(13.4)	(5.7)		(7.7)		(18.0)	(15.9)	(3.8)
Number of respondents	12	23	36	14	59	5	22	27	29
Of youth working for pay, percentage working:									
< 10 hours/week	---	25.8	12.1	---	23.0	---	40.0	26.6	21.1
		(15.6)	(9.6)		(9.7)		(22.9)	(13.7)	(13.8)
10 to 21 hours/week	---	25.9	11.3	---	11.8	---	11.8	4.3	25.9
		(15.7)	(9.4)		(7.5)		(15.1)	(6.3)	(14.8)
22 to 34 hours/week	---	30.4	34.9	---	35.4	---	24.5	50.9	19.3
		(16.5)	(14.1)		(11.0)		(20.1)	(15.5)	(13.3)
35 hours/week or more	---	17.9	41.8	---	29.8	---	23.6	18.2	33.7
		(13.7)	(14.6)		(10.6)		(19.9)	(12.0)	(16.0)
Number of respondents	12	21	38	13	60	5	20	28	30
Average hours per week worked by paid workers	---	22.4	27.8	---	24.9	---	22.2	23.8	23.7
		(5.1)	(3.7)		(3.6)		(5.9)	(5.0)	(5.2)
Number of respondents	12	21	38	13	60	5	20	28	30

Source: Parent interviews

Table 43A: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Employment Characteristics	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Of those currently working for pay, percentage working at current job:												
< 1 month	13.7	8.6	29.0	---	17.1	6.5	---	13.6	18.2	13.2	27.9	3.7
	(7.4)	(9.1)	(16.0)		(10.5)	(8.0)		(11.5)	(9.4)	(11.4)	(16.6)	(6.7)
1 to 3 months	24.1	23.6	16.1	---	24.5	23.2	---	24.3	12.5	29.7	30.1	7.4
	(9.2)	(13.8)	(12.9)		(12.0)	(13.7)		(14.4)	(8.1)	(15.4)	(17.0)	(9.2)
> 3 months to 6 months	8.3	0.0	6.3	---	5.5	14.1	---	7.9	12.4	9.2	5.7	8.2
	(6.0)	(0.0)	(8.5)		(6.4)	(11.3)		(9.1)	(8.1)	(9.8)	(8.6)	(9.7)
> 6 months	54.0	67.9	48.6	---	53.0	56.2	---	54.1	56.9	47.8	36.4	80.7
	(10.8)	(15.2)	(17.6)		(14.0)	(16.1)		(16.7)	(12.1)	(16.8)	(17.9)	(13.9)
Number of respondents	83	17	19	14	57	26	12	21	50	40	20	23
Of those ever employed for pay, percentage with longest time at a paid job:												
3 months or less	41.9	29.6	41.3	61.8	43.6	37.9	65.3	37.9	30.3	50.1	29.6	33.0
	(8.6)	(12.1)	(14.1)	(20.8)	(11.2)	(12.8)	(21.0)	(13.5)	(10.0)	(12.9)	(14.6)	(15.1)
> 3 months to 6 months	7.5	6.6	6.1	2.2	6.5	9.5	0.0	7.6	11.6	8.1	7.8	5.7
	(4.6)	(6.6)	(6.8)	(6.3)	(5.6)	(7.7)	(0.0)	(7.4)	(7.0)	(7.1)	(8.6)	(7.5)
> 6 months to 12 months	21.4	24.6	21.7	12.7	21.0	22.3	18.5	14.8	26.0	17.3	16.2	34.3
	(7.2)	(11.4)	(11.8)	(14.2)	(9.2)	(11.0)	(17.2)	(9.9)	(9.6)	(9.8)	(11.8)	(15.2)
> 12 months	29.3	39.3	31.0	23.3	28.8	30.2	16.2	39.7	32.1	24.4	46.4	26.9
	(8.0)	(13.0)	(13.2)	(18.1)	(10.2)	(12.1)	(16.2)	(13.6)	(10.2)	(11.1)	(15.9)	(14.2)
Number of respondents	117	27	29	20	79	38	22	30	65	61	26	30
Average months kept:												
Longest paid job	12.8	13.5	12.9	---	12.1	14.3	---	16.9	14.1	10.6	18.3	13.4
	(2.5)	(3.0)	(4.0)		(2.9)	(4.9)		(6.3)	(2.9)	(3.3)	(5.6)	(5.0)
Present paid job	13.4	15.3	9.6	---	12.6	15.2	---	18.6	13.6	12.1	11.0	18.2
	(3.1)	(4.3)	(3.6)		(3.6)	(6.0)		(8.4)	(3.3)	(4.5)	(5.8)	(6.0)
Number of respondents	83	17	19	14	57	26	12	21	50	40	20	23
Percentage of unemployed youth leaving last job by:												
Quitting	15.3	---	---	---	17.5	---	---	---	14.6	22.0	---	---
	(11.0)				(13.6)				(15.9)	(16.0)		
Being fired	20.6	---	---	---	24.1	---	---	---	2.7	33.5	---	---
	(12.4)				(15.3)				(7.2)	(18.3)		
Being laid off	5.5	---	---	---	5.2	---	---	---	12.4	0.0	---	---
	(7.0)				(8.0)				(14.8)	(0.0)		
Ending temporary work	58.6	---	---	---	53.2	---	---	---	70.4	44.6	---	---
	(15.1)				(17.8)				(20.6)	(19.3)		
Number of respondents	33	10	10	6	24	9	10	8	15	22	5	6
Percentage of employed youth fired in the past year	2.1	0.9	1.6	5.8	2.9	0.5	3.8	1.1	1.5	2.2	0.0	3.9
	(1.1)	(1.0)	(1.7)	(4.9)	(1.7)	(0.9)	(3.1)	(1.5)	(1.3)	(1.3)	(0.0)	(4.5)
Number of respondents	589	183	136	62	367	222	160	170	259	430	84	75

Source: Parent interviews

Table 43B: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Employment Characteristics	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Of those currently working for pay, percentage working at current job:					
< 1 month	13.3	16.2	1.0	17.5	16.0
	(10.5)	(11.2)	(3.9)	(12.6)	(12.1)
1 to 3 months	34.8	8.7	41.0	12.1	24.4
	(14.7)	(8.5)	(19.4)	(10.8)	(14.1)
> 3 months to 6 months	3.2	18.2	0.7	0.7	13.8
	(5.4)	(11.7)	(3.2)	(2.8)	(11.4)
> 6 months	48.7	56.9	57.3	69.7	45.8
	(15.4)	(15.0)	(19.5)	(15.2)	(16.4)
Number of respondents	36	42	17	27	38
Of those ever employed for pay, percentage with longest time at a paid job:					
3 months or less	50.8	26.1	46.1	26.4	46.7
	(12.2)	(11.5)	(17.1)	(12.5)	(12.8)
> 3 months to 6 months	5.4	13.9	0.4	0.5	12.2
	(5.5)	(9.1)	(2.2)	(2.0)	(8.4)
> 6 months to 12 months	18.3	19.2	25.0	29.6	16.8
	(9.5)	(10.3)	(14.8)	(13.0)	(9.5)
> 12 months	25.5	40.8	28.6	43.5	24.3
	(10.7)	(12.9)	(15.5)	(14.1)	(11.0)
Number of respondents	55	52	22	36	58
Average months kept:					
Longest paid job	11.4	16.3	14.0	16.4	11.0
	(3.3)	(4.0)	(6.2)	(3.8)	(3.7)
Present paid job	11.5	16.9	13.5	16.2	12.2
	(4.1)	(4.7)	(7.0)	(4.3)	(5.0)
Number of respondents	36	42	17	27	38
Percentage of unemployed youth leaving last job by					
Quitting	17.1	---	---	---	17.6
	(14.5)				(15.3)
Being fired	27.8	---	---	---	23.7
	(17.2)				(17.1)
Being laid off	7.5	---	---	---	8.3
	(10.1)				(11.1)
Ending temporary work	47.6	---	---	---	50.5
	(19.2)				(20.1)
Number of respondents	20	9	4	9	20
Percentage of employed youth fired in the past year	4.1	0.0	0.2	6.0	3.1
	(2.4)	(0.0)	(0.5)	(3.5)	(2.6)
Number of respondents	207	311	273	134	170

Source: Parent interviews.

Table 43C: EMPLOYMENT CHARACTERISTICS OF YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Employment Characteristics	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Of those currently working for pay, percentage working at current job:									
< 1 month	---	20.9 (14.0)	15.3 (10.7)	23.1 (17.0)	14.2 (8.0)	---	6.3 (10.8)	21.1 (12.7)	16.2 (12.4)
1 to 3 months	---	13.4 (11.7)	21.3 (12.1)	16.0 (14.7)	15.0 (8.1)	---	38.5 (21.7)	24.1 (13.3)	11.1 (10.6)
> 3 months to 6 months	---	27.7 (15.3)	1.9 (4.0)	0.0 (0.0)	10.9 (7.1)	---	0.0 (0.0)	12.0 (10.1)	14.0 (11.7)
> 6 months	---	38.0 (16.7)	61.4 (14.4)	60.9 (19.6)	59.9 (11.2)	---	55.2 (22.2)	42.8 (15.4)	58.8 (16.6)
Number of respondents	13	23	38	16	61	5	23	28	30
Of those ever employed for pay, percentage with longest time at a paid job:									
3 months or less	55.3 (21.1)	45.2 (15.4)	28.0 (11.0)	24.1 (13.8)	42.7 (9.8)	---	44.1 (18.8)	50.9 (14.3)	28.5 (12.6)
> 3 months to 6 months	0.0 (0.0)	17.8 (11.8)	5.4 (5.6)	3.5 (5.9)	9.8 (5.9)	---	2.0 (5.3)	5.7 (6.6)	15.1 (10.0)
> 6 months to 12 months	9.7 (12.5)	10.0 (9.3)	44.2 (12.2)	25.5 (14.0)	21.2 (8.1)	---	17.6 (14.4)	18.5 (11.1)	27.0 (12.4)
> 12 months	35.0 (20.2)	27.0 (13.7)	22.4 (10.2)	47.0 (16.1)	26.4 (8.8)	---	36.3 (18.2)	24.9 (12.4)	29.4 (12.7)
Number of respondents	21	32	53	23	83	7	29	41	43
Average months kept:									
Longest paid job	---	13.0 (5.3)	13.7 (3.5)	14.0 (3.0)	13.5 (3.5)	---	11.9 (3.9)	12.6 (5.0)	14.4 (4.6)
Present paid job	---	13.6 (6.7)	12.6 (4.3)	12.4 (4.1)	15.7 (4.3)	---	10.8 (3.8)	14.9 (7.5)	15.0 (5.5)
Number of respondents	13	23	38	16	61	5	23	28	30
Percentage of unemployed youth leaving last job by:									
Quitting	---	---	---	---	11.6 (12.2)	---	---	---	---
Being fired	---	---	---	---	25.4 (16.6)	---	---	---	---
Being laid off	---	---	---	---	5.5 (8.7)	---	---	---	---
Ending temporary work	---	---	---	---	57.5 (18.8)	---	---	---	---
Number of respondents	8	11	14	7	21	2	7	14	12
Percentage of employed youth fired in the past year	0.0 (0.0)	4.8 (3.1)	0.7 (1.0)	0.4 (0.9)	3.0 (1.8)	0.0 (0.0)	0.9 (1.3)	2.8 (2.4)	3.3 (2.6)
Number of respondents	130	160	222	130	386	48	151	191	195

Source: Parent interviews.

Appendix A

APPENDIX A

This appendix provides additional information to aid the reader in interpreting data related to two kinds of variables presented in the almanacs: variables potentially subject to bias, and variables created by combining two sources of information. Variables in each of these categories, along with references to the tables in which they appear, are discussed below.

Variables Potentially Subject to Bias

Measured IQ (Table 4)

IQ scores were taken from students' school records for their most recent year in secondary school and recorded on the school record abstract form in response to the following item:

> "What overall test score or IQ score did the student receive on the test indicated in Question 12? If the IQ or overall test score is not given, indicate the mental age or grade equivalent score if provided.

IQ data were not available for all youth and the fraction of students for whom IQ scores were available varied considerably for youth in different disability categories. For example, IQ scores were present in school records for 86% of youth classified as mentally retarded and for 84% of those classified as learning disabled, but for only 47% of youth with other health impairments and 50% of youth with speech impairments. The relatively high rate of missing data for youth in some categories raised the question of whether available IQ scores were systematically biased downward. Were scores available more frequently for youth for whom normal IQ was questioned, i.e., those at the lower end of the normal intelligence scale? Perhaps IQ tests were not as routinely given for youth for whom there was little question of at least normal IQ.

To address this issue, the functional ability levels were compared for youth with and without IQ scores in each disability category. To the extent that functional ability correlates with measured intelligence ($r=.54$; $p<.001$), if the hypothesized bias were present, lower functional ability scores would be observed for youth with IQ scores and higher functional ability scores for youth without IQ data. Examination of the functional mental skills scale scores for the majority of youth--those classified as emotionally disturbed, hard of hearing, learning disabled, and visually impaired--revealed no significant differences between youth with and without IQ test scores, indicating an absence of bias for youth in those categories. However, youth classified as orthopedically impaired, other health impaired, and speech impaired with IQ data had

significantly lower functional mental skills scale scores than those for whom IQ data were not available ($p<.05$). Thus, there appears to be some downward bias in the IQ scores for youth in these categories. However, an opposite relationship of functional abilities and IQ was observed for youth in the deaf/blind, multiply handicapped, and mentally retarded categories. For these youth, functional abilities were significantly higher for those with IQ scores ($p<.001$). For these categories, an upward bias in IQ scores is apparent.

One possible explanation for the systematic differences is that some districts may have tested only those youth with orthopedic impairments, speech impairments, and other health impairments who were having explicit educational performance difficulties or for whom mental retardation was suspected. At the same time, it is likely that lower functioning youth classified as deaf/blind, multiply handicapped, or mentally retarded were not able to be tested accurately, while testing of higher functioning youth in these categories was important to ascertain their academic potential.

Differences in abilities only partially explain why scores were available only for some youth. In all disability categories, scores were available for some youth at all functional levels. The most likely explanation for this seemingly random component of the availability of IQ scores is variation in school and district practices in the extent to which IQ testing is conducted as part of special education assessment procedures.

Self-Care Skills (Table 5)

These questions were asked only of parents of youth who were classified as mentally retarded, visually impaired, deaf, orthopedically impaired, other health impaired, multiply handicapped, or deaf/blind. They were not asked of parents of youth who were classified as learning disabled, emotionally disturbed, speech impaired, or hard of hearing, with no other disabilities because such disabilities were assumed not to interfere in most cases with the performance of the basic self-care skills being investigated. Youth in these categories were assigned a value corresponding to "very well" for each item, which would sum to a score of 12 (high) on the corresponding scale. If the skills of youth in these categories were actually lower, the reported self-care skills scores would overestimate abilities.

Assistive Devices (Table 7)

Items related to assistive devices were not asked of parents of youth in all disability categories in an effort to reduce the burden of the interview and because some devices were assumed to be inappropriate to some kinds of disabilities. Items related to assistive devices for the hearing impaired (telecommunications devices, telephone

amplifier, hearing aid, closed captioned TV, other hearing assistance) were asked only of parents of youth who were reported as deaf, hard of hearing, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to mobility (wheel chair, crutches, cane, walker, changes to the car, prosthetics, orthotics, computer designed to aid mobility, other devices to aid mobility) were asked only of parents of youth who were reported as orthopedically impaired, other health impaired, or multiply handicapped as a primary or additional disability by the school/district or parent. Assistive devices related to vision (seeing eye dog, Braille or large print readers, opticon/optical scanner, computers to aid vision, other vision assistance) were asked only of parents of youth reported as visually impaired, deaf/blind, or multiply handicapped as a primary or additional disability by the school/district or parent. Youth whose parents were not asked directly about assistive devices were coded as not using the devices, assuming they were inappropriate to the disabilities of the youth. If some youth actually used the devices, but parents were not asked the items, the data reported would underestimate use of assistive devices.

Receipt of Physical Therapy/Mobility Training (Tables 28, 34)

Items related to receipt of physical therapy or mobility training in the parent interview were not asked of parents of youth who were reported as learning disabled, emotionally disturbed, or speech impaired, with no other additional disabilities in an effort to reduce the burden of the interview and because the service was considered inappropriate to those disabilities. Youth with those disabilities were coded as not receiving the service. If youth with those disabilities actually had received the service, data would underestimate service receipt.

Grade Point Average (Table 36)

Grade point average is calculated on a 4-point scale, with a grade of A assigned 4 points, B assigned 3 points, C assigned 2 points, D assigned 1 point, and failed courses assigned no value. Grades of "pass" or "satisfactory" were coded as equivalent to a "C," "failure" or "unsatisfactory" were coded as equivalent to an "F."Points are summed and divided by the total number of courses, including those failed.

There is some reason to suspect that the grades abstracted from students' records may overestimate grade performance for two reasons. First, not all students received grades. Second, there are potential biases apparent in the reporting of grades for some students who received them. Each source of potential bias is discussed below.

Students Who Did Not Receive Grades--NLTS data reveal that 11% of students with disabilities did not receive grades in any courses in their most recent year in secondary

school. As shown in Table A-1, the receipt of grades is strongly associated with the nature and severity of students' disabilities. For example, more than half of students with low functional mental skills did not receive grades (55%), compared with only 4% of students with high functional mental skills.

Hence, course grades "cream" the special education student population by eliminating students with more severe disabilities and lower functional skills. For example, because the students who received grades were the more capable special education students, we would expect grades to be generally higher and more similar to regular education students than would be the case if all special education students were considered.

Table A-1
STUDENTS WITH DISABILITIES WHO DID NOT RECEIVE COURSE GRADES IN THEIR MOST RECENT SCHOOL YEAR

Student Characteristics	Students Who Did Not Receive Grades %	S.E.	N
Total	10.8	1.0	5591
Primary disability category			
Learning disabled	4.8	1.1	821
Emotionally disturbed	8.7	1.8	502
Speech impaired	4.3	1.5	379
Mentally retarded	24.0	2.0	846
Visually impaired	10.4	2.5	548
Hard of hearing	1.5	1.0	513
Deaf	11.1	2.0	683
Orthopedically impaired	14.9	2.7	458
Other health impaired	9.6	2.6	284
Multiply handicapped	56.1	4.0	491
Deaf/blind	78.1	6.8	66
Functional mental skills*			
Low	54.9	5.3	548
Medium	11.5	1.9	1724
High	3.6	1.0	1962
Student assigned to grade level			
Yes	5.1	.8	4619
No	65.7	3.6	941
Student attended:			
Special school for students with disabilities	54.5	3.9	1529
Regular secondary school	6.9	.8	4052

* Parents rated on a 4-point scale youths' abilities to tell time on a clock with hands, look up telephone numbers and use the phone, count change, and read common signs. Ratings were summed to create a scale ranging from 4 to 16. High ability is defined as a scale value of 15 or 16.

Source: Grade data from students' school records. Functional abilities from parent interviews.

Potential Reporting Bias--For students who were taking a single course for two semesters and received two different grades, data abstractors recruited in schools were instructed to record the grade received in the most recent semester. However, when transcripts were obtained for a subsample of students and compared to grades reported by data abstractors on the record abstract forms, 34% of the 157 cases reviewed showed discrepancies between transcript grades and record abstract grades. The majority of these cases involved abstractors reporting the higher of two grades received for two-semester courses, rather than the most recent grade. Generally only one course per student was involved in a grade discrepancy and the grade change was virtually always only 1 grade point (i.e., a B reported as the higher grade when a C was the most recent grade). This degree of overestimation of the GPA for a given student with 7 graded courses would be .14 (i.e., the difference between a GPA of 3.0 and a GPA of 2.86). If this overestimation affected one-third of the full sample, as it did of the cases validated, it would result in a GPA overestimation of .05 for the full sample. However, because the subsample used for this comparison was small and included students from only four disability groups, it is unknown to what extent this tendency to record the more favorable grade rather than the most recent grade pervades the grade data reported here for the full sample. Further, in a handful of cases, failed courses were not included on the record abstract form because students received no credit for them. Hence, the grade data may paint a somewhat rosier picture of grade performance than students actually achieved: GPAs may actually have been marginally lower and failure rates marginally higher than those reported.

Alterations Made to the Home (Table 38)

The item related to whether alterations had been made to the youth's home to accommodate a disability were asked only of parents of youth who were reported as deaf/blind, visually impaired, orthopedically impaired, other health impaired, or multiply handicapped, as a primary or secondary disability by the school/district or parent. Parents of youth with other disabilities were not asked the item in an effort to reduce the burden of the interview and because such alterations were considered inappropriate to those disabilities. Youth with other disabilities were coded as not having had the alternations. If youth with other disabilities actually had the alterations, data would underestimate their frequency.

Variables Constructed from Multiple Sources

Secondary School Enrollment Status (All Tables)

Because the NLTS focuses on the time when youth move from secondary school into more adult experiences, the status of youth relative to secondary school is critical. The NLTS classifies youth into three categories based on their secondary school enrollment status:

- In secondary school
- Out of secondary school less than 1 year
- Out of secondary school from 1 to 2 years.

Secondary school enrollment status is based on data from two sources: the parent interview and/or school record abstract.

For 26% of youth, secondary school status is based on parent reports alone because no school record abstract was obtained. The parent interview nvolves data from two items:

A10 "Has (NAME) been enrolled in a junior or senior high school (or special school) in the past 12 months?"

A12 Is (NAME) now enrolled, or will she/he be enrolled in the fall in (junior or senior high school/this special) school?"

A youth is coded as in school if the parent responded positively to A12. A youth is coded as out of school less than 1 year if the parent responded positively to A10 but negatively to A12. The youth is coded as out of school from 1 to 2 years if the parent responded negatively to both items.

For 14% of youth, secondary school enrollment status is based on information from school records alone because no parent interview could be completed. The school record abstract reports data from the student's most recent school year. Students whose most recent school year was 1985-86 were coded as out of school 1 to 2 years as of the 1987 interview. Students whose most recent school year was 1986-87 and who were reported as completing the school year by being promoted or not (as opposed to codes indicating the student had left school; e.g., graduated, aged out, suspended, incarcerated) were coded as in secondary school. Those whose most recent school year was 1986-87 but who were reported as graduating, dropping out, aging out, being suspended/expelled or incarcerated/institutionalized, or who had withdrawn, moved, or transferred were coded as out of secondary school less than 1 year.

For 60% of youth, both the parent interview and school record abstracts were available as sources for secondary school enrollment status. Of these youth, parents and school records agreed on the school enrollment status of 4084 youth (82%), with the greatest agreement (97%) apparent for students still enrolled in secondary school. There was agreement in 77% of cases that youth were out of school, but less agreement as to the length of time they had been out of secondary school. The following decision rules were used to resolve discrepancies:

- Parent reports of youth being in secondary school were accepted if 1986-87 school records indicated the youth had withdrawn, moved, dropped out, or been institutionalized or incarcerated, assuming the parent was reporting enrollment in a different program in the summer or fall than had been attended during the previous school year.

- If the parent indicated the youth had left school up to a year earlier, and the school record indicated the student had been enrolled in the 1986-87 school year and completed the school year (whether or not promoted to the next grade level), the parent report of the youth being out of school up to 1 year was accepted, assuming the parent was reporting school completion (i.e., dropping out or graduating) that occurred after the end of the school year.

- If the parent indicated the youth had left school more than 1 year ago, but school records indicated enrollment in the 1986-87 school year, students were coded as out of school up to 1 year.

- If the parent reported the youth was still in school, but a school record indicated the youth had graduated or aged out, or if the youth was beyond secondary school age, the youth was coded as having been out of school, assuming the parent was mistakenly reporting school enrollment at a postsecondary school. If the school record was from 1985-86, the youth was coded as out of school 1 to 2 years; if the record was from 1986-87, the youth was coded as out of school up to 1 year.

- If the parent reported the youth was out of school up to 1 year, and the most recent school record abstract was for 1985-86 and indicated the student completed the school year (whether or not promoted), the parent report was accepted, assuming the student had enrolled in the 1985-86 summer or the 1986-87 school year in a different program and left in 1986-87.

- If the parent reported the student had been out of school 1 to 2 years and the school record from 1985-86 school year indicated the student had completed the year, the parent report was accepted, assuming the student had not returned to school in 1986-87.

Attended Special School for Students with Disabilities (Table 9)

Two sources of data were used to determine whether a student attended a special school serving only students with disabilities: the school record and the Survey of Secondary Special Education Programs.

The survey item asked:

> "Which of the following best describes your school?"
> Response categories included, among others, "School that only serves handicapped or disabled students."

The school record item asked:

> "What are all of the settings in which this student received educational services in the school year indicated on the cover sheet?"
> Response categories included, among others, "special school for the disabled."

Enrollment status for 16% of cases was based on the survey alone, and 6% were based on the abstract alone. For the 76% of cases (N=5742) that had both sources, there was 98% agreement between them. In other cases, the survey was the preferred source. If the survey indicated a special school, the student was coded as attending a special school, regardless of the school record. If the survey indicated the school was not a special school, the student was coded as not attending a special school, even if one of the settings of the student was a special school, assuming that attendance in that setting was secondary to attendance at the primary, regular school.

Took Occupationally-Oriented Vocational Education (Table 17)

The variable indicating whether the youth took occupationally-oriented vocational education uses two sources: the school record and parent interview. The parent interview items include the following:

> "What kinds of job training or help has (NAME) had in the past 12 months? Has he/she had...
> 1 Testing to find out his/her work interests or abilities
> 2 Training in specific job skills, like care repair or food service
> 3 Training in basic skills needed for work, like counting change, telling time, or using transportation to get to work
> 4 Career counseling (like help in figuring out jobs (NAME) might be suited to
> 5 Help in finding a job or learning to look for one."
>
> Who has given (NAME) job training or help in the past 12 months?"
> Response categories included, among others, "youth's junior or senior high school" and "a special secondary school for the disabled."

If a respondent gave a positive response to category 2 of the first item and the only source indicated for the service was a secondary school (special or regular), the student was indicated as having received occupationally- oriented vocational education from the school in the most recent school year.

The school record item involved a listing of courses the student took in the most recent school year. If a vocational course was listed, the following item was asked:

"If the student has taken vocational education classes during the school year indicated on the cover sheet, please indicate the type of vocational education taken."

Responses were coded as follows:

1 Agriculture (e.g., animal and plant science, landscaping/gardening, horticulture/nursery, forestry)

2 Distributive education (e.g., retailing, banking and finance, cashier, hotel/tourism/recreation, marketing and sales, advertising, warehousing, transportation/driver, real estate)

3 Health occupations (e.g., health care, medical and dental assistant, nursing, community and environmental health)

4 Office occupations (e.g., secretarial, clerical, typing, accounting, data processing, computer programming and operations)

5 Technical education (e.g., engineering, architecture, aeronautics)

6 Machine shop, auto and motor repair

7 Construction trades (e.g., carpentry, masonry, plumbing, wood working, metal working, welding)

8 Electrical, electronics, communication, air conditioning

9 Manufacturing, industrial arts

10 Painting, interior design/decorating

11 Graphic and commercial arts, drafting, printing, photography

12 Food services, cook, food server, hostess, dishwasher

13 Personal services, cosmetology, laundry/cleaning

14 Custodial services/janitor

15 Fireman, law enforcement, public service

16 Other (SPECIFY)

17 Career exploration, prevocational skills, work adjustment

18 Sheltered workshop, supported employment

19 Work study/experience, on-the-job training

20 Clothing/textiles

21 Child care, nursery school

If the record indicated a positive response to categories 1 through 15, 20 or 21, the student was counted as having received occupationally-oriented vocational education.

For 16% of cases, the value on this variable was based on the school record alone; for 21% of cases it was based on the parent interview alone. For 63% of cases, both sources were available. There was agreement between sources in 98% of these cases. In the event of discrepancies, a student was coded as having taken occupationally-oriented vocational education if either the school record or the parent interview met the criteria for a positive response.

This variable was used in the construction of a variable indicating whether the student was enrolled in any vocational education in the most recent year. A positive

value for receiving occupationally-oriented vocational education was coded as a positive value for having received any vocational education.

Also, this variable was the basis for variables indicating the number of hours of occupationally-oriented vocational education received and whether that training was in a regular education or special education setting. Only responses based on the school record contributed to these latter two variables, because no indication of placement or amount of the occupationally-oriented training was included in the parent interview.

Support Services Received (Tables 28, 30, 32-35)

The NLTS investigated whether the youth had received the following kinds of support services: speech therapy, personal counseling/therapy, physical therapy/mobility training, help from a tutor/reader/interpreter, and transportation assistance. For each kind of service, three variables were created: whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school. In addition, the total hours of the service received in the previous year was calculated for each service only for cases having a parent interview (school records did not indicate number of hours received).

The two sources of data for items regarding receipt of services were the parent interviews and school records. The parent source involved responses to the following three kinds of questions, which were asked of the majority of respondents about each service:

> "Has (NAME) ever had (kind of service)?"
>
> "Has (NAME) had any of this (kind of service) in the past 12 months?"
>
> "Who has given (NAME) (kind of service) in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

These items were asked for all noninstitutionalized youth regarding speech therapy, personal counseling/therapy, transportation assistance, and help from a tutor/reader/interpreter. (Institutionalized youth were those reported by parents to be living for at least one year in a hospital, mental health, or correctional facility.) Items related to physical therapy/ mobility training were not asked of parents with youth classified as learning disabled, emotionally disturbed, or speech impaired only (no other additional disabilities named by the school/district or parent) because that service was assumed not to pertain to those disabilities (see discussion in previous section). Youth

with these disabilities only were coded as having not received the service ever, in the past year, or from the school, unless the school record abstract indicated otherwise.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)?" Response categories included, among others:

Speech or language therapy
Personal counseling or therapy
A tutor, reader, or interpreter
Physical therapy or mobility training (e.g., help with walking or wheelchair use
Help in getting or using transportation

A positive response to a service was coded as having received the service ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school.

The school record abstract source involved the following item:

"Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?"

1 Physical therapy
2 Occupational therapy
3 Assistive devices or physical adaptations
4 Mental health services, personal counseling, therapy, or psychiatric care
5 Speech or language therapy
6 Hearing-loss therapy
7 Tutor, reader, or interpreter
8 Special transportation because of disability
9 Adaptive physical education
10 Health services (e.g., catheterization)
11 Testing for disabilities (e.g., psychological assessment, classroom observation
12 Social work services
00 None of the above

Responses were coded into the support services variables as follows:

If response circled:	Coded as received:
5	Speech therapy
4, 12	Personal counseling/therapy
1, 10	Physical therapy/mobility training
7	Tutor/reader/interpreter
8	Transportation assistance

Responses for approximately 16% of cases were based on the school record alone, 25% on the parent interview alone, and 59% on both sources.

In cases having two sources for these variables, the extent of agreement between the sources varied among the services and, for a given service, among the variables, as indicated in Table A-2. Agreement was generally highest for receipt of physical therapy and, for all services, was highest for services received in the previous year and lowest for services received from the school.

Table A-2
EXTENT OF AGREEMENT BETWEEN SOURCES FOR VARIABLES RELATED TO SUPPORT SERVICES RECEIVED BY YOUTH

Service Variables	Number of Cases With Two Sources	Percentage In Agreement
Received speech therapy		
Ever	4801	66
In past year	4741	80
In past year from school	4741	69
Received counseling/therapy		
Ever	4786	68
In past year	4753	80
In past year from school	4753	46
Received help from a tutor/reader/interpreter		
Ever	4769	58
In past year	4737	73
In past year from school	4737	59
Received physical therapy/mobility training		
Ever	4793	80
In past year	4774	88
In past year from school	4774	55
Received transportation assistance		
Ever	4820	55
In past year	4814	71
In past year from school	4814	46

For cases in which both sources of data were available, the following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a support service such as a tutor on an IEP, which would appear then on the record abstract, about which the parent being interviewed might simply have been unaware. Even in the case of the school providing the service, discrepancies are logically possible. For example, the parent might have been aware of a child's consultation with a school counselor and would have reported it as counseling received from the school. Such a service would not have been included on an IEP and would not have appeared on a school record abstract form.

Vocational Services Received (Tables 28, 29)

The NLTS investigated whether the youth had received vocational services, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

- "Has (NAME) ever had training in job skills, career counseling, help in finding a job, or any other vocational education?"
- "Has (NAME) had any of this job training or help in the past 12 months?"
- "Who has given (NAME) job training or help in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."

"Thinking about the last 12 months, for about how long did (NAME) receive job training from (each source named above)? During this period, about how many hours per day/week/month did the job training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

"Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "job training or vocational education."

A positive response to this item was coded as receiving vocational services ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of vocational services was coded as "don't know."

The school record abstract source involved the listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was vocational education. If the student was reported as taking any kind of vocational training in the 1985-86 school year, he/she was recorded as "ever" receiving vocational services, but "don't know" regarding receipt in the previous year. Students reported as taking vocational education in the 1986-87 school year were coded as receiving vocational services ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:

18 (number of weeks in a typical school semester)
x hours per week student took the course
x number of semesters taken

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a vocational course about which the parent being interviewed might simply have been unaware.

Occupational Therapy/Life Skills Training Received (Tables 28, 31)

The NLTS investigated whether the youth had received occupational therapy or life skills training, and constructed variables indicating whether the service had ever been received, whether it had been received in the previous year, whether it had been received in the previous year from the youth's secondary school, and the hours of the service received in the previous year.

The two sources of data for these items are the parent interviews and school records. The parent source involved responses to the following three questions, which were asked for all noninstitutionalized youth:

> "Has (NAME) ever had any occupational therapy or other instruction in life skills, other than from family members or friends? Life skills instruction might include learning to manage money or learning cooking or housekeeping skills. Occupational therapy might include help in learning feeding, dressing, toileting, or grooming."
>
> "Has (NAME) had any occupational therapy or life skills training, other than from family members or friends, in the past 12 months?"
>
> "Who has given (NAME) occupational therapy or life skills training in the past 12 months?" Response categories (not read to respondent) included, among other sources, "youth's junior or senior high school", and "special secondary school for the disabled."
>
> "Thinking about the last 12 months, for about how long did (NAME) receive occupational therapy or life skills training from (each source named above)? During this period, about how many hours per day/week/month did the occupational therapy or life skills training take place?" Total hours calculated by multiplying responses to the two questions.

For institutionalized youth, the following item was asked:

> "Is (NAME) getting any of the following kinds of help at this place (the institution)? Response categories included, among others, "occupational therapy or life skills training (e.g., feeding, dressing, money management)."

A positive response to this item was coded as receiving the service/training ever and in the past 12 months. Institutionalized youth were not included in the calculation of services received from the school. For institutionalized youth, the number of hours of training/service was coded as "don't know."

The school record abstract source involved two items:

> The listing of courses that the student had taken in the most recent school year (1985-86 or 1986-87). One category of courses was home economics and life skills training. If the student was reported as taking this kind of course in the 1985-86 school year, he/she was recorded as "ever" receiving the training/service, but "don't know" regarding receipt in the previous year. Students reported as taking such courses in the 1986-87 school year were coded as receiving training/service ever, in the past year, and from the school in the past year. Hours of service received in the previous year was based on 1986-87 school records and was calculated from the school record abstract using the following algorithm:
>
> 18 (number of weeks in a typical school semester)
> x hours per week student took the course
> x number of semesters taken.
>
> "Which of the following services did the student receive from or through the school system (this can include contracted services) during the school year indicated on the cover sheet?" Response categories included, among others, "occupational therapy."

If a positive response was given to the second item only, the student was coded as receiving the training/service ever, in the past year, and in the past year from the school. He/she was coded "don't know" for the hours of service received.

Responses for approximately 17% of cases were based on the school record alone, 25% on the parent interview alone, and 58% on both sources.

In cases having two sources for these variables, there was agreement between the sources in about half the cases regarding receipt of services. The following decision rules were applied to resolve discrepancies between sources.

- If either the parent interview or a record abstract indicated the service had been received, the student was coded as having ever received the service.
- If either the parent interview or a 1986-87 record abstract indicated the service had been received, the student was coded as having received the service in the previous year.

- If either the parent interview or a 1986-87 record abstract indicated the service had been received from the school in the past year, the student was coded as having received the service in the previous year from the school.

- For hours of service received in the past year, the higher value was taken from either the parent interview or the 1986-87 school record.

Discrepancies between the two sources were not considered problematic because of logical explanations for why one source would report the service and another not report the service. For example, a parent might report a service received from a source other than the school; the school record would not indicate such a service. Conversely, the school might indicate a course about which the parent being interviewed might simply have been unaware.

School Completion Status (Table 37)

There are 3053 youth who are considered out of school and for whom the mode of school leaving, referred to as school completion status, is known. The school completion status variable has four categories:

- Graduated
- Dropped out
- Aged out
- Suspended/expelled

An exiter's completion status was derived from two possible sources: the parent interview and/or the school record abstract. The parent interview source involved asking the following item of parents who said youth were no longer in secondary school:

> "Did (NAME) graduate, voluntarily leave school, was (he/she) suspended or expelled or is (he/she) older than the school age limit?"

The school record abstract item asked:

> "What was this student's status at the end of the school year?" Possible responses included:
> - Graduated
> - Exceeded the school age limit
> - Completed the school year and promoted to the next grade level
> - Completed the school year but not promoted to the next grade level
> - Dropped out
> - Permanently expelled
> - Transferred/moved to another school
> - Incarcerated
> - Institutionalized due to handicap
> - Other (specify)
> - Don't know.

For 30% of cases, school completion status was based on the parent interview alone. For 16% of cases, values were based on the school record abstract alone; the school abstract response was used by collapsing responses into the 4 completion status categories as follows:

School Completion Status	Record Abstract Response
Graduated	Graduated
Aged Out	Exceeded the school age limit
Dropped out/left	Dropped out
	Withdrew
	Institutionalized
	Incarcerated
	Other
Suspended/expelled	Permanently expelled

For the 55% of cases in which both the parent interview and the school record abstract were available, there was agreement between the two sources on the youth's completion status for 78% of cases. For the remaining 22% of cases (351), the following discrepancies were noted and resolutions made:

- In cases in which the school reported the youth transferred, moved, or withdrew, the parent report was the basis for categorization because the parent would have known the final status of the youth after a move, transfer, or withdrawal from a given school.

- Schools were considered the best source of information when there was a discrepancy involving whether the youth graduated vs. aged out resulting from different interpretations of what constituted graduation vs. receipt of special diplomas for attendance.

- The parent was considered the best source of information in cases in which the school indicated the youth had completed the school year (whether or not promoted), but the parent reported a more final disposition that could have occurred, for example, because of school work done in the summer (i.e., resulting in graduation) or because of decisions made in the summer not to return in the fall (i.e., dropping out). Similarly, parents' reports of graduation were accepted when the school reported the youth dropped out or was suspended because further school work in the summer could have resulted in graduation by the time of the interview. Parent reports of a more final status (e.g., dropping out) also were accepted when the school reported what was considered an intermediate status, such as incarceration or institutionalization.

- Youth were categorized as dropouts, based on the school report, when the parent contended the youth exceeded the age limit but the youth was not old enough to have done so, or if the parent reported the youth had been suspended.

Appendix B

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MULTIPLE HANDICAPS

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 8:												
Percentage of youth who were still in high school or had left high school without graduating*	82.8	81.6	81.7	85.1	82.7	82.9	93.8	95.1	65.5	95.9	50.2	58.3
	(3.1)	(4.1)	(5.2)	(7.7)	(3.9)	(4.8)	(4.1)	(3.3)	(5.2)	(1.9)	(10.0)	(11.6)
Number of respondents	553	169	134	58	346	207	151	159	243	397	83	73
Table 8:												
Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	90.3	88.8	91.1	89.8	90.2	90.7	89.5	90.1	91.2	91.4	83.1	92.9
	(2.4)	(3.4)	(3.8)	(6.6)	(3.1)	(3.7)	(5.2)	(4.6)	(3.2)	(2.6)	(7.8)	(6.2)
Number of respondents	543	164	133	57	338	205	151	157	235	397	76	70
Tables 10, 13, 14, and 20-26:												
Percentage of youth in schools that served:**												
Seventh grade	38.5	32.9	34.7	40.9	36.8	41.7	44.1	40.1	32.6	38.1	34.4	49.3
	(3.8)	(5.1)	(6.0)	(9.8)	(4.8)	(6.1)	(7.9)	(7.1)	(5.0)	(4.4)	(8.7)	(12.1)
Eighth grade	39.6	32.9	34.7	44.6	38.5	41.7	47.4	40.1	32.7	39.6	34.4	49.3
	(3.8)	(5.1)	(6.0)	(9.9)	(4.9)	(6.1)	(8.0)	(7.1)	(5.0)	(4.5)	(8.7)	(12.1)
Ninth grade	60.4	62.3	67.0	53.1	62.1	57.2	63.6	56.7	60.6	60.1	54.9	68.8
	(3.8)	(5.2)	(5.9)	(9.9)	(4.8)	(6.1)	(7.7)	(7.2)	(5.2)	(4.5)	(9.1)	(11.2)
Tenth grade	62.6	60.2	69.1	60.1	63.7	60.4	59.4	65.2	63.2	61.5	56.8	76.6
	(3.8)	(5.3)	(5.8)	(9.8)	(4.8)	(6.0)	(7.8)	(6.9)	(5.2)	(4.4)	(9.0)	(10.3)
Eleventh grade	63.3	62.9	69.1	60.1	64.6	60.9	59.4	66.5	64.2	62.5	56.8	76.6
	(3.8)	(5.2)	(5.8)	(9.8)	(4.8)	(6.0)	(7.8)	(6.9)	(5.1)	(4.4)	(9.0)	(10.3)
Twelfth grade	63.2	62.9	69.1	60.1	64.5	60.7	59.2	66.5	64.1	62.4	56.6	76.6
	(3.8)	(5.2)	(5.8)	(9.8)	(4.8)	(6.0)	(7.8)	(6.9)	(5.1)	(4.4)	(9.0)	(10.3)
Ungraded	70.1	63.5	73.1	65.8	69.8	70.7	64.2	63.4	79.9	68.2	77.6	70.2
	(3.6)	(5.2)	(5.6)	(9.5)	(4.6)	(5.6)	(7.7)	(7.0)	(4.3)	(4.3)	(7.6)	(11.1)
Number of respondents	596	167	153	68	377	219	168	173	255	423	100	69

* Source: Parent interviews.
** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MULTIPLE HANDICAPS

Subgroups Referenced, and Table Number(s)	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	82.1	84.7	83.6	77.0	86.5
	(4.8)	(3.7)	(4.3)	(6.4)	(5.3)
Number of respondents	195	304	256	129	162
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	88.3	94.7	95.0	92.1	83.0
	(4.1)	(2.3)	(2.5)	(4.1)	(5.8)
Number of respondents	191	300	254	127	160
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**					
Seventh grade	29.2	51.8	44.8	37.1	28.7
	(5.4)	(4.6)	(6.2)	(7.6)	(7.5)
Eighth grade	31.1	51.9	44.8	37.1	32.5
	(5.5)	(4.6)	(6.2)	(7.6)	(7.8)
Ninth grade	65.0	53.9	46.9	63.8	77.4
	(5.7)	(4.6)	(6.3)	(7.6)	(7.0)
Tenth grade	68.6	53.9	52.0	68.7	73.4
	(5.5)	(4.6)	(6.3)	(7.3)	(7.4)
Eleventh grade	69.8	53.9	52.5	69.9	73.4
	(5.5)	(4.6)	(6.3)	(7.2)	(7.4)
Twelfth grade	69.8	53.7	52.3	69.9	73.4
	(5.5)	(4.6)	(6.3)	(7.2)	(7.4)
Ungraded	58.6	86.8	79.1	77.2	58.4
	(5.9)	(3.1)	(5.1)	(6.6)	(8.2)
Number of respondents	218	378	219	120	140

* Source: Parent interviews.
** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MULTIPLE HANDICAPS

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 8: Percentage of youth who were still in high school or had left high school without graduating*	83.4	78.9	91.0	77.2	84.8	81.3	79.3	84.9	86.5
	(6.6)	(6.0)	(3.6)	(6.1)	(3.7)	(9.8)	(6.1)	(5.3)	(5.1)
Number of respondents	114	154	221	116	376	43	139	181	192
Table 8: Percentage of youth who had not received a 2-year diploma and had not attended a 4-year college in the past year*	88.9	87.8	92.9	83.9	92.3	86.6	87.7	90.0	90.8
	(5.7)	(4.8)	(3.2)	(5.4)	(2.8)	(8.9)	(5.0)	(4.4)	(4.3)
Number of respondents	112	151	221	113	374	40	134	181	192
Tables 10, 13, 14, and 20-26: Percentage of youth in schools that served:**									
Seventh grade	44.0	33.4	34.4	41.6	41.0	17.0	37.2	34.1	36.7
	(9.3)	(7.3)	(6.4)	(7.3)	(5.4)	(9.9)	(7.9)	(7.6)	(7.5)
Eighth grade	44.0	37.3	34.6	41.6	42.9	17.0	37.2	37.9	36.7
	(9.3)	(7.5)	(6.4)	(7.3)	(5.4)	(9.9)	(7.9)	(7.7)	(7.5)
Ninth grade	63.3	58.8	58.9	69.6	54.8	76.2	66.2	64.3	49.8
	(9.1)	(7.6)	(6.6)	(6.8)	(5.4)	(11.2)	(7.7)	(7.7)	(7.8)
Tenth grade	70.3	54.6	64.2	67.0	58.5	75.1	66.2	68.1	53.2
	(8.6)	(7.7)	(6.4)	(7.0)	(5.4)	(11.4)	(7.7)	(7.4)	(7.8)
Eleventh grade	70.3	55.9	64.2	69.2	58.8	75.1	66.2	69.4	53.2
	(8.6)	(7.7)	(6.4)	(6.9)	(5.4)	(11.4)	(7.7)	(7.4)	(7.8)
Twelfth grade	70.3	55.8	64.0	69.2	58.7	75.1	66.2	69.4	52.9
	(8.6)	(7.7)	(6.4)	(6.9)	(5.4)	(11.4)	(7.7)	(7.4)	(7.8)
Ungraded	68.9	70.2	73.8	66.0	71.6	86.8	77.3	67.6	67.9
	(8.7)	(7.1)	(5.9)	(7.0)	(4.9)	(8.9)	(6.8)	(7.5)	(7.3)
Number of respondents	103	136	191	110	344	39	119	153	175

* Source: Parent interviews.
** Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MULTIPLE HANDICAPS (Continued)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 12: Percentage of youth in schools that served learning handicapped students	91.9	85.6	94.7	100	93.0	89.6	94.9	93.0	88.9	92.3	88.0	95.2
	(2.4)	(4.3)	(3.5)	(0.0)	(2.8)	(4.3)	(4.0)	(4.1)	(3.7)	(2.7)	(6.6)	(5.8)
Number of respondents	481	130	97	57	311	170	129	144	208	341	81	55
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	45.6	42.6	55.1	59.5	45.7	45.3	46.3	38.2	50.2	42.0	56.6	49.8
	(4.3)	(5.9)	(7.6)	(11.0)	(5.4)	(6.8)	(8.9)	(7.6)	(5.9)	(5.0)	(10.1)	(13.3)
Number of respondents	490	135	102	54	314	176	134	148	208	349	80	57
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	38.3	44.8	32.4	42.0	35.8	43.3	39.2	39.9	36.5	37.5	41.6	35.1
	(4.2)	(6.1)	(7.3)	(11.1)	(5.3)	(6.9)	(8.9)	(7.8)	(5.8)	(5.0)	(10.2)	(12.9)
Number of respondents	474	128	99	53	303	171	128	143	203	337	78	55
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	79.7	72.2	84.5	88.7	79.0	81.2	81.8	84.4	75.0	81.0	74.2	79.5
	(3.5)	(5.4)	(5.6)	(6.9)	(4.5)	(5.4)	(6.9)	(5.8)	(5.1)	(4.0)	(8.7)	(10.8)
Number of respondents	488	135	99	57	313	175	133	145	210	344	83	57

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MULTIPLE HANDICAPS (Continued)

Subgroups Referenced, and Table Number(s)	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Table 12: Percentage of youth in schools that served learning handicapped students	97.5	83.0	84.6	93.1	96.7
	(2.1)	(3.8)	(5.2)	(4.4)	(3.2)
Number of respondents	169	312	165	99	122
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	78.0	0.0	37.7	47.4	56.4
	(5.7)	(0.0)	(7.0)	(8.4)	(8.8)
Number of respondents	164	326	167	105	123
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	37.6	39.4	36.4	47.7	41.4
	(6.6)	(5.0)	(7.1)	(8.6)	(8.8)
Number of respondents	166	308	160	101	121
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	93.1	59.4	69.3	79.9	87.4
	(3.4)	(4.9)	(6.6)	(6.8)	(5.9)
Number of respondents	168	320	168	103	122

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MULTIPLE HANDICAPS (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 12: Percentage of youth in schools that served learning handicapped students	97.0	88.5	91.9	85.8	92.7	88.9	92.5	97.0	85.9
	(3.6)	(5.3)	(4.1)	(6.0)	(3.1)	(9.3)	(4.9)	(3.0)	(5.9)
Number of respondents	84	117	152	81	287	31	92	130	146
Table 12: Percentage of youth in schools with twelfth grade that served nondisabled students	46.7	52.6	44.3	43.5	42.1	68.8	57.7	50.9	40.1
	(10.3)	(8.3)	(7.3)	(8.6)	(5.8)	(12.9)	(9.0)	(8.6)	(8.2)
Number of respondents	85	119	157	81	292	35	96	131	150
Table 12: Percentage of youth in schools with twelfth grade and nondisabled students that required minimum competency tests for graduation	45.3	37.1	37.3	53.3	34.5	48.2	41.8	37.0	40.8
	(10.4)	(8.2)	(7.2)	(8.9)	(5.7)	(14.3)	(9.1)	(8.5)	(8.4)
Number of respondents	83	113	153	76	286	33	93	127	145
Table 13: Percentage of youth in schools that served nondisabled and mildly learning impaired students	89.6	76.0	72.3	83.0	82.3	56.6	79.8	83.4	72.6
	(6.3)	(7.1)	(6.6)	(6.5)	(4.5)	(14.0)	(7.3)	(6.4)	(7.6)
Number of respondents	85	118	156	82	290	34	97	130	148

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES
FOR YOUTH WITH MULTIPLE HANDICAPS (Continued)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 18: Percentage in schools that reported having students in need of:												
Speech/language therapy	96.9	100	95.2	94.1	96.6	97.5	96.3	100	95.2	98.3	95.1	90.6
	(1.5)	(0.0)	(3.3)	(5.0)	(2.0)	(2.1)	(3.4)	(0.0)	(2.5)	(1.3)	(4.3)	(7.8)
Physical therapy	87.5	81.7	91.8	84.6	85.5	92.2	84.3	92.3	86.8	89.6	86.8	77.3
	(2.9)	(4.6)	(4.4)	(7.9)	(3.9)	(3.7)	(6.6)	(4.3)	(4.0)	(3.1)	(6.9)	(11.3)
Occupational therapy	89.4	88.2	91.2	84.8	87.9	92.7	86.6	96.4	86.7	92.0	87.8	77.2
	(2.7)	(3.9)	(4.6)	(7.8)	(3.6)	(3.6)	(6.2)	(3.0)	(4.0)	(2.8)	(6.7)	(11.4)
Hearing-loss therapy	82.3	88.7	89.5	65.7	82.3	82.5	77.2	91.8	79.9	87.3	68.7	72.8
	(3.4)	(4.0)	(5.0)	(10.8)	(4.3)	(5.4)	(8.0)	(4.4)	(4.8)	(3.5)	(9.6)	(12.2)
Psychotherapy/counseling	94.6	98.8	92.7	89.5	93.3	97.3	91.0	97.5	95.5	94.6	98.8	87.9
	(2.0)	(1.3)	(4.3)	(6.8)	(2.8)	(2.3)	(5.3)	(2.5)	(2.5)	(2.3)	(2.3)	(9.1)
Medical services	91.7	91.3	87.1	93.0	92.2	90.4	86.8	91.6	95.5	91.1	92.2	95.6
	(2.4)	(3.4)	(5.4)	(5.6)	(3.0)	(4.2)	(6.3)	(4.5)	(2.5)	(2.9)	(5.6)	(5.5)
Adaptive physical education	94.2	95.6	92.4	92.0	93.6	95.5	94.4	95.1	93.5	95.8	91.9	87.7
	(2.0)	(2.4)	(4.1)	(5.9)	(2.7)	(2.9)	(4.2)	(3.4)	(2.9)	(2.0)	(5.5)	(8.8)
Social work services	95.4	95.5	93.0	95.2	94.9	96.3	89.3	97.2	99.0	93.7	100	98.5
	(1.9)	(2.9)	(4.2)	(4.7)	(2.5)	(2.7)	(6.0)	(2.7)	(1.3)	(2.6)	(0.0)	(3.3)
Special transportation	97.2	97.1	92.9	100	97.7	96.1	94.1	98.5	98.7	96.4	99.3	98.9
	(1.4)	(2.0)	(4.0)	(0.0)	(1.6)	(2.8)	(4.3)	(1.9)	(1.3)	(1.9)	(1.7)	(2.8)
Human aides or tutors	97.4	99.2	94.1	100	98.9	94.0	95.5	99.4	97.5	96.6	98.9	100
	(1.4)	(1.1)	(3.7)	(0.0)	(1.1)	(3.3)	(3.8)	(1.2)	(1.9)	(1.9)	(2.2)	(0.0)
Physical aids	83.1	92.8	86.7	64.5	84.1	81.0	73.3	92.9	84.0	86.8	66.8	85.4
	(3.3)	(3.3)	(5.6)	(10.9)	(4.2)	(5.6)	(8.5)	(4.1)	(4.4)	(3.6)	(9.8)	(9.6)
None of these	98.8	100	95.7	100	99.4	97.5	96.3	100	100	98.3	100	100
	(0.9)	(0.0)	(3.2)	(0.0)	(0.8)	(2.1)	(3.4)	(0.0)	(0.0)	(1.3)	(0.0)	(0.0)
Number of respondents	442	101	88	52	284	158	114	139	188	312	72	52
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	47.3	40.2	55.2	65.5	49.8	41.9	55.8	45.3	42.1	45.2	45.1	61.5
	(4.3)	(5.9)	(7.6)	(10.2)	(5.4)	(6.8)	(8.9)	(7.8)	(5.8)	(5.0)	(9.9)	(13.0)
Number of respondents	492	132	102	59	317	175	132	148	212	349	83	57

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

365

357

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MULTIPLE HANDICAPS (Continued)

Subgroups Referenced, and Table Number(s)	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Table 18: Percentage in schools that reported having students in need of:					
Speech/language therapy	94.9	100	95.6	96.0	97.4
	(2.9)	(0.0)	(2.9)	(3.3)	(2.8)
Physical therapy	83.1	94.1	94.7	90.4	80.3
	(5.1)	(2.4)	(3.2)	(5.0)	(7.1)
Occupational therapy	83.2	98.6	94.7	89.7	83.8
	(5.2)	(1.2)	(3.2)	(5.3)	(6.6)
Hearing-loss therapy	74.1	93.9	79.6	88.3	80.2
	(6.4)	(2.4)	(5.9)	(5.5)	(7.4)
Psychotherapy/counseling	91.3	99.5	94.8	98.6	93.8
	(3.9)	(0.7)	(3.3)	(2.1)	(4.4)
Medical services	87.6	97.3	91.4	93.2	88.7
	(4.6)	(1.6)	(4.1)	(4.4)	(5.7)
Adaptive physical education	91.1	98.9	95.3	88.5	93.9
	(3.8)	(1.1)	(3.1)	(5.4)	(4.3)
Social work services	92.3	100	94.4	97.3	94.0
	(3.9)	(0.0)	(3.5)	(2.9)	(4.4)
Special transportation	96.0	99.0	96.3	97.6	97.3
	(2.7)	(1.0)	(2.7)	(2.6)	(2.9)
Human aides or tutors	97.3	97.5	96.6	100	96.3
	(2.2)	(1.6)	(2.7)	(0.0)	(3.4)
Physical aids	74.1	95.4	79.4	88.8	78.0
	(6.4)	(2.1)	(6.0)	(5.5)	(7.7)
None of these	98.1	100	96.8	100	100
	(1.8)	(0.0)	(2.5)	(0.0)	(0.0)
Number of respondents	144	297	148	94	112
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	79.8	0.0	34.4	51.4	56.7
	(5.5)	(0.0)	(6.8)	(8.5)	(8.7)
Number of respondents	166	326	170	103	125

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MULTIPLE HANDICAPS (Continued)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 18: Percentage in schools that reported having students in need of:									
Speech/language therapy	96.7	97.4	96.3	91.4	96.8	100	100	96.1	92.8
	(3.7)	(2.6)	(2.8)	(4.8)	(2.1)	(0.0)	(0.0)	(3.3)	(4.3)
Physical therapy	85.9	87.7	91.8	70.8	90.9	92.8	95.7	81.5	88.3
	(7.3)	(5.5)	(4.1)	(8.0)	(3.4)	(7.5)	(3.7)	(6.8)	(5.4)
Occupational therapy	89.7	88.5	91.7	75.1	92.1	92.8	96.8	83.5	89.0
	(6.4)	(5.3)	(4.1)	(7.6)	(3.2)	(7.5)	(3.3)	(6.5)	(5.3)
Hearing-loss therapy	89.5	70.3	85.7	76.1	79.9	94.9	85.8	77.6	80.8
	(6.6)	(7.8)	(5.3)	(7.7)	(4.8)	(6.9)	(6.7)	(7.3)	(6.8)
Psychotherapy/counseling	95.6	92.7	97.4	90.7	94.8	98.6	98.9	90.0	97.8
	(4.4)	(4.5)	(2.4)	(5.1)	(2.7)	(3.5)	(1.9)	(5.4)	(2.5)
Medical services	91.7	89.8	89.6	86.1	91.2	94.6	97.0	83.4	91.6
	(5.8)	(5.2)	(4.7)	(6.0)	(3.4)	(6.7)	(3.1)	(6.5)	(4.9)
Adaptive physical education	92.8	94.2	93.8	85.5	94.6	98.6	99.0	91.1	89.8
	(5.4)	(3.9)	(3.6)	(6.1)	(2.7)	(3.3)	(1.8)	(4.9)	(5.2)
Social work services	96.3	92.6	95.6	86.3	95.9	100	100	90.3	96.9
	(4.2)	(4.6)	(3.2)	(6.3)	(2.4)	(0.0)	(0.0)	(5.2)	(3.1)
Special transportation	95.8	97.9	95.8	87.6	98.7	100	100	93.4	97.5
	(4.2)	(2.4)	(3.0)	(5.8)	(1.4)	(0.0)	(0.0)	(4.3)	(2.7)
Human aides or tutors	96.7	96.8	97.1	89.6	98.6	98.6	100	95.5	96.8
	(3.8)	(2.9)	(2.5)	(5.3)	(1.4)	(3.4)	(0.0)	(3.6)	(3.1)
Physical aids	82.9	73.3	84.7	84.2	83.4	65.5	73.8	81.0	82.9
	(8.1)	(7.7)	(5.5)	(6.6)	(4.5)	(15.3)	(8.5)	(6.9)	(6.6)
None of these	96.7	100	98.3	91.4	100	100	100	96.1	100
	(3.7)	(0.0)	(1.9)	(4.8)	(0.0)	(0.0)	(0.0)	(3.3)	(0.0)
Number of respondents	75	107	142	72	266	26	83	122	133
Table 19: Percentage in schools with nondisabled students that placed disabled youth in regular vocational classes	48.9	48.7	44.3	43.4	46.5	43.8	49.4	52.2	42.1
	(10.5)	(8.2)	(7.3)	(8.5)	(5.8)	(14.0)	(8.9)	(8.6)	(8.3)
Number of respondents	83	123	158	82	296	34	99	131	150

Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.

Appendix Table 1A: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Subgroups Referenced, and Table Number(s)	Total	Community			Gender		Age in 1987			School Status		
		Urban	Suburban	Rural	Male	Female	15-16	17-18	19 or older	In-School	Out 1 year or less	Out 1 - 2 Years
Table 26: Percentage in schools with life skills programs that served students who were:*												
Mildly learning handicapped	72.8	62.6	80.7	85.1	72.5	73.4	73.2	77.1	69.4	71.2	74.5	77.8
	(3.8)	(5.7)	(6.1)	(7.6)	(4.8)	(6.1)	(7.9)	(6.6)	(5.4)	(4.5)	(8.7)	(11.1)
Severely impaired	72.3	64.3	79.0	71.0	71.9	73.3	69.5	68.1	77.4	71.1	71.5	84.5
	(3.8)	(5.7)	(6.3)	(9.7)	(4.9)	(6.1)	(8.2)	(7.3)	(4.9)	(4.5)	(9.0)	(9.6)
Sensorily or physically impaired	61.9	54.3	72.3	49.6	60.6	64.8	63.0	62.0	61.0	66.9	42.3	63.7
	(4.1)	(5.9)	(6.9)	(10.7)	(5.3)	(6.6)	(8.6)	(7.6)	(5.7)	(4.7)	(9.8)	(12.8)
Number of respondents	496	138	100	59	320	176	134	149	213	351	84	57
Table 36: Percentage of youth that had:**												
Any graded classes	41.5	53.9	40.8	36.4	42.8	39.2	41.8	47.0	37.7	43.8	32.5	43.0
	(4.1)	(5.7)	(6.5)	(10.7)	(5.4)	(6.4)	(8.7)	(7.7)	(5.6)	(4.9)	(9.2)	(12.9)
Graded regular education classes	20.3	12.7	31.0	25.1	21.8	17.4	25.1	20.5	16.7	21.4	17.9	19.2
	(3.4)	(3.8)	(6.2)	(9.6)	(4.5)	(5.0)	(7.7)	(6.2)	(4.3)	(4.1)	(7.5)	(10.2)
Graded special education classes	37.3	51.8	37.6	25.9	39.5	33.1	36.0	44.7	33.3	39.9	24.5	42.4
	(4.1)	(5.7)	(6.4)	(9.7)	(5.3)	(6.2)	(8.5)	(7.6)	(5.4)	(4.8)	(8.4)	(12.8)
Number of respondents	512	147	136	55	320	192	136	155	221	361	86	60
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	58.2	62.2	48.1	63.1	56.5	61.5	54.4	58.7	60.5	57.6	64.1	53.5
	(4.1)	(5.5)	(6.6)	(10.0)	(5.3)	(6.3)	(8.8)	(7.5)	(5.5)	(4.9)	(9.4)	(11.9)
Number of respondents	527	149	136	63	329	198	137	157	233	366	86	71
Tables 28, 37, 40 and 41: Percentage of youth who were:***												
In secondary school	64.9	75.9	69.2	61.3	63.5	67.7	75.9	82.3	45.2	100	0.0	0.0
	(3.4)	(4.1)	(5.4)	(9.6)	(4.3)	(5.2)	(6.4)	(5.0)	(4.7)	(0.0)	(0.0)	(0.0)
Out of secondary school a year or less	14.8	14.8	16.9	20.3	15.2	14.0	7.0	9.8	23.8	0.0	100	0.0
	(2.5)	(3.4)	(4.4)	(7.9)	(3.2)	(3.9)	(3.8)	(3.9)	(4.0)	(0.0)	(0.0)	(0.0)
Out of secondary school 1-2 years	20.3	9.4	13.9	18.4	21.3	18.3	17.0	8.0	30.9	0.0	0.0	100
	(2.8)	(2.8)	(4.0)	(7.6)	(3.7)	(4.3)	(5.6)	(3.6)	(4.3)	(0.0)	(0.0)	(0.0)
Number of respondents	735	212	176	69	464	271	192	211	332	497	111	127

* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

Appendix Table 1B: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Subgroups Referenced, and Table Number(s)	Type of School Attended		Self-Care Ability		
	Regular School	Special School	Low	Medium	High
Table 26: Percentage in schools with life skills programs that served students who were:*					
Mildly learning handicapped	86.5	51.7	63.9	68.1	80.8
	(4.6)	(5.0)	(6.8)	(7.8)	(7.0)
Severely impaired	63.6	85.7	77.5	70.1	66.4
	(6.4)	(3.5)	(5.9)	(7.7)	(8.4)
Sensorily or physically impaired	56.6	70.1	56.4	71.4	58.0
	(6.6)	(4.6)	(7.0)	(7.6)	(8.8)
Number of respondents	173	323	172	105	123
Table 36: Percentage of youth that had:**					
Any graded classes	53.8	26.9	21.4	49.8	66.6
	(6.3)	(4.4)	(5.9)	(8.5)	(8.3)
Graded regular education classes	36.1	1.4	8.0	27.0	34.6
	(6.1)	(1.2)	(3.9)	(7.6)	(8.4)
Graded special education classes	46.3	26.5	17.2	47.8	60.3
	(6.3)	(4.4)	(5.5)	(8.5)	(8.6)
Number of respondents	191	321	165	102	125
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	53.9	63.8	55.2	60.8	65.4
	(6.2)	(4.8)	(7.1)	(8.2)	(8.2)
Number of respondents	200	327	167	106	129
Tables 28, 37, 40 and 41: Percentage of youth who were:***					
In secondary school	70.4	68.8	70.5	70.4	72.3
	(5.1)	(4.2)	(5.1)	(6.8)	(6.7)
Out of secondary school a year or less	16.8	15.9	17.7	14.0	11.9
	(4.2)	(3.3)	(4.3)	(5.1)	(4.9)
Out of secondary school 1-2 years	12.8	15.3	11.8	15.6	15.8
	(3.7)	(3.2)	(3.6)	(5.4)	(5.5)
Number of respondents	250	395	273	135	172

* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

Appendix Table 1C: SUBGROUPS REFERENCED IN STATISTICAL TABLES FOR YOUTH WITH MULTIPLE HANDICAPS (Concluded)

Subgroups Referenced, and Table Number(s)	Household Income			Ethnicity			Head of Household's Education		
	Under $12,000	12,000-$24,999	$25,000 and Over	Black	White	Hispanic	No High School Diploma	High School Diploma	Beyond High School
Table 26: Percentage in schools with life skills programs that served students who were:*									
Mildly learning handicapped	80.5	69.2	64.1	72.3	74.2	57.8	72.1	73.7	67.6
	(8.2)	(7.5)	(7.1)	(7.7)	(5.1)	(13.7)	(8.0)	(7.6)	(7.8)
Severely impaired	76.3	64.0	77.0	63.2	70.6	90.0	81.3	62.3	70.0
	(8.7)	(7.8)	(6.2)	(8.3)	(5.3)	(8.4)	(6.9)	(8.4)	(7.7)
Sensorily or physically impaired	73.5	42.6	69.7	57.2	61.3	57.5	60.9	54.4	62.6
	(9.1)	(8.1)	(6.8)	(8.5)	(5.7)	(13.7)	(8.7)	(8.6)	(8.1)
Number of respondents	86	123	157	82	296	35	100	131	151
Table 36: Percentage of youth that had:**									
Any graded classes	52.3	45.4	41.9	39.7	42.3	39.9	42.7	52.7	43.7
	(10.7)	(8.6)	(7.3)	(8.0)	(5.9)	(14.7)	(9.2)	(8.8)	(8.5)
Graded regular education classes	21.5	25.2	21.2	18.9	22.1	15.4	14.5	31.3	23.1
	(8.8)	(7.5)	(6.0)	(6.4)	(5.0)	(10.8)	(6.6)	(8.1)	(7.2)
Graded special education classes	50.7	35.9	39.0	37.8	37.0	36.6	38.6	45.7	39.9
	(10.7)	(8.3)	(7.2)	(7.9)	(5.8)	(14.5)	(9.1)	(8.7)	(8.4)
Number of respondents	80	110	158	92	285	30	91	127	145
Table 36: Percentage in schools and at grade levels that were subject to minimum competency tests**	62.8	59.3	56.9	64.6	56.8	63.9	53.2	58.7	66.2
	(10.2)	(8.6)	(7.1)	(7.7)	(5.8)	(14.0)	(9.2)	(8.4)	(8.1)
Number of respondents	82	108	166	93	293	32	94	135	144
Tables 28, 37, 40 and 41: Percentage of youth who were:***									
In secondary school	74.5	66.9	77.8	69.3	63.4	75.9	69.1	74.0	73.1
	(7.3)	(6.7)	(5.2)	(6.0)	(4.7)	(9.8)	(6.7)	(6.3)	(6.5)
Out of secondary school a year or less	11.6	20.7	11.1	14.7	14.6	16.3	22.5	10.4	10.7
	(5.4)	(5.8)	(3.9)	(4.6)	(3.5)	(8.5)	(6.0)	(4.4)	(4.5)
Out of secondary school 1-2 years	13.9	12.4	11.1	15.9	22.1	7.7	8.4	15.6	16.2
	(5.8)	(4.7)	(3.9)	(4.8)	(4.1)	(6.1)	(4.0)	(5.2)	(5.4)
Number of respondents	130	160	223	142	425	51	151	191	196

* Source: Survey of Secondary Special Education Programs. Data are for the most recent year in school.
** Source: Students' school records.
*** Source: Parent interviews and students' school records.

SRI International
333 Ravenswood Avenue
Menlo Park, California 94025-3493
(415) 326-6200
TWX: 910-373-2046
Telex: 334486
FAX: (415) 326-5512

Printed in U.S.A.

M • V10 • 968 • 30 • 525 • 900

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991